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The Teachers' Reading Course Begins in This Number—See Page 3

NORTH CAROLINA

EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

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State Library N. C. RALEIGH

North Carolina State Library

Shall Home-Making be Taught in The Schools?

The common-sense girl is going to learn somewhere, for she will have the same dogged determination that prompts her to learn to embroider and play on the piano, and undergo untold agonies with the shoes she wears and the amount of adornment she can put on the outside of her head, because it is fashionable. Therefore the State must make it fashionable to be a good home-maker. . . . . On some school day a kindly neighbor can loan her kitchen to the older girls and teacher for a demonstration in bread-making. Each girl could bring a small quantity of needed material from the home pantry. The Fleischman Yeast Company will supply the yeast. While the bread is rising, biscuits, pastry, muffins and batter-cakes can be experimented with; but the main thing must be the bread, which can be made in five hours in the winter and from three to four hours in the summer—not sour bread, but light, feathery, sweet bread fit for a king.—Mrs. W. R. Hollowell. (See page 4.)

SEPTEMBER, 1911

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NORTH CAROLINA EDUCATION FOR 1911-1912

North Carolina Education is beginning it sixth year with this issue. When it was established in 1906 many predicted that it could not live; that teachers would not support it; and the chief reason given for this prediction was that no educational journal edited and published in North Carolina had ever been able to live. For the first three years it did look as if these predictions would come true. The first year the subscription list did not reach 1,500, and the second year it was but little better. The third year, however, teachers began to take interest in it, and by running on short rations and no pay it mauaged to keep up life without loss of money. It was during the third year that Mr. W. F. Marshall purchased the magazine from Mr. H. E. Seaman, of Durham, N. C., and moved it to Raleigh. The fourth year under Mr. Marshall's management it continued to improve, but it was yet unsatisfactory. At the end of this year Professor E. C. Brooks, who had been editor since its foundation, purchased half interest from Mr. Marshall and the work was divided between them. The entire business management was placed in the hands of Mr. Marshall, of Raleigh, and the entire editorial management in the hands of Professor Brooks, of Durham. Under this arrangement **North Carolina Education** has prospered. The teachers of the State have proven their loyalty to it, for last year **North Carolina Education** had an average monthly circulation of 4,780 copies, which means, we should say, at least 6,000 readers. Such patronage has given the publishers fresh courage and a higher hope, which they wish all the friends of the journal to share with them. The following announcement is a partial forecast of the leading features of the journal for the year 1911-1912:

1.—Principles of Education.

We shall publish in each issue an article dealing with the fundamental principles of education. In the September number Professor Martin L. Wright contributes a strong article on the backward student—"Shall We Keep Him or Let Him Go?" The backward pupil is not necessarily the dull student. Dr. H. W. Chase of the University will write on the Subnormal Child.

2.—Method in the School-Room.

Teachers are always looking for methods and devices in school work. Miss Susie Fulghum, Supervisor of Primary Work in the Elizabeth City Schools, will contribute an article each month on Primary Work, the first of which appears in the September number. Mr. George C. Burrage, of Saluda, N. C., has a very interesting article on "How Can We Make Our Teaching of Arithmetic Practical?" Each issue will contain one article or more on methods in the school-room.

3.—Teachers' Reading Circle.

Mr. Bivins, of the State Department, makes the announcement of the Teachers' Reading Circle for 1911-1912. This department will be conducted by Mr. Bivins and the editor of **North Carolina Education**, and each issue will contain a discussion of the books studied by the teachers. This department of **Education** last year was more successful thau ever, and it is the purpose to devote even more space to it this year.

4.—The Industrial Life of the State.

A series of articles on the industrial life of the State is being prepared for **Education**. The first one appears in the September uumber. "North Carolina as a Manufacturing State" is the theme for this issue. The next article will be "North Carolina as an Agricultural State." These articles may be used to advantage in the schoolroom to supplement the geography work. To what extent is your county an agricultural county or your county-seat or chief town a manufacturing town? Why? These are the questions we raise.

5.—Famous North Carolina Poems.

There are many North Carolina poems of merit that should be studied and the authors should be known. In each issue of **Education** there will appear at least one such poem with a sketch of the author. In this issue we are publishing Joseph W. Holden's famous poem, Hatteras. If the teachers will preserve these poems, by the end of the year a good collection will be in every schoolroom in North Carolina, where they may be studied by the pupils.

6.—Short Stories.

The September number of **Education** contains an unfamiliar story of Uncle Remus. In the October number we shall begin a series of stories dealing with the Indians in Western North Carolina; their manners and customs, their legends and traditions, have never been published, and many pupils and teachers do not even know that a tribe of Indians live in the western part of the State. These should be interesting stories for both pupils and teachers.

7.—School Administration and School Life.

The city school system in North Carolina should be re-organized. It is doing much now, but it can be made to do so much more. The first of a series of articles appears in the September number and has been rewritten from an article that appeared in the August World's Work. "The Practical Public School" is the theme. Such a school must come. It cannot come, however, without a progressive superintendent. "The School and the Superintendent" will be the theme for at least a page article in each issue this year. Mrs. W. R. Hollowell, of Goldsboro, treats the subject from the public school standpoint. In her article she advances an idea that is of the greatest value. It is practical. It should be read by every man, woman, and child in North Carolina.

These are the leading features of the journal for September, and they make the beginning of a series of articles to appear from month to month throughout the year. In addition to these there will be the usual school news, book reviews, and short articles of greater or less interest. The teachers of both city and rural schools should begin their subscription with the September number.

NORTH CAROLINA TEACHERS' READING CIRCLE FOR 1911-1912

By J. A. Bivins, State Supervisor of Teacher Training.

Required.

How toStudy (Houghton Mifflin Company)	$1.10
The Teacher and the School (Charles Scribner's Sons	1.10
Mistakes in Teaching (A. Flanagan Co.)	.40
North Carolina Education (in clubs of ten or more)	.50

Recommended.

Reading in Public Schools (Row, Peterson & Co.)	$1.00
The Story of Cotton, by E. C. Brooks (Rand McNally & Co.)	.60

* * *

How to Study was on the list last year, but is continued this year. It was elective last year, in consequence of which many teachers did not read it. This year all will be required to read the book, even those who read it before. It will bear continued study. A pamphlet is being prepared in which concrete lessons are selected to exemplify each of the eight factors of study. Teachers will be asked to apply the principles of the book to the lessons thus selected. This work is intended for teachers' associations. A teacher who learns these eight factors of study and applies them to the work of the school-room will be enabled to do successfully the most needful task of all in the field of education—develop the power of initiative and clear thinking in pupils.

The Teacher and the School was published last year, and is already regarded by many educators as one of the best books ever written for teachers. President Homer H. Seerley, of the Iowa State Teachers' College, in his introduction to this book, well expresses its purpose:

> "To the young teacher this message will be the way of life; to the worried, tired teacher these sentiments will point a way of obtaining rest and relief; while to the enthusiastic, experienced teacher these words will be a constant reminder to keep near to the children and depend more upon the daily practice than upon sublime theory."

Mistakes in Teaching is an old favorite. Many successful teachers to-day can pay tribute to this little book in that it enabled them to escape some of the common pitfalls due to ignorance and inexperience. It is just the book to place in the hands of a young teacher. From the title one might suppose that the book is full of "Don'ts." Far from it. While there is necessarily something of the negative, there is also much that is positive and constructive.

* * *

Reading in Public Schools is recommended to those teachers that are especially interested in the teaching of reading, and this should include all primary and intermediate teachers. Supt. W. D. Carmichael, of the Durham schools, thinks very highly of the book. He writes of it as follows:

> "I happened to get a copy of this book in my hands immediately after it appeared from the press. Mr. Briggs, of Raleigh, who is father of one of the authors (Briggs and Coffman) gave me a copy of it. I read it through and immediately ordered enough copies for our primary teachers. The effect in our reading work was most gratifying. I don't know of a book which could be used to greater practical advantage in our reading circle."

The Story of Cotton, by Prof. E. C. Brooks, editor of **North Carolina Education**, has been adopted by our Text-Book Commission as a supplementary reader for history and geography classes. It has been adopted for school use in South Carolina and Florida, and has been put into the libraries of Virginia. It is very much to be hoped that this book will find a widespread use in our schools. However that may be, no teacher can do satisfactory work in geography or history without it. For that reason every teacher of these subjects in the State, and South, too, for that matter, should own a copy of the book. It is a vital story. It grips the reader and holds his interest from start to finish. The subject is treated from the standpoints of history, utility, industry, commerce, and social and political economy.

* * *

North Carolina Education is demonstrating each year more and more its efficiency and its ability to understand and meet the needs of North Carolina teachers. Therefore, any reading circle list that leaves out this valuable journal is defectiye. The editor, Prof. E. C. Brooks, will continue his instructive studies in the reading circle courses. All departments of the journal will be strengthened during the coming year and new departments will be added.

* * *

All books of the reading circle can be obtained from Alfred Williams & Co., Raleigh. Arrangements have been made, however, with Houghton Mifflin Company, Boston, Mass., by which copies of How to Study may be sent to County Superintendents for 88 cents a copy, with the privilege of returning not more than 10 per cent of all the copies if any are unsold at the end of the adoption period. An arrangement has likewise been made with Charles Scribner's Sons by which The Teacher and the School will be sold direct to County Superintendents for 90 cents a copy (f. o. b.) on three months' time, no copies returned.

* * *

The County Superintendents should make all possible haste to get the books of the reading circle in the hands of the teachers at least by the opening of school. Much good has already been accomplished through this agency for the professional improvement of teachers. Through the combined agencies of the institute, the county teachers' association, and the teachers' reading circle, the teachers are getting a professional spirit and attitude that are indicative of good things in the future.

The counties of Currituck, Camden, and Pasquotank were combined in an institute conducted at Elizabeth City by Mr. I. C. Griffin and Miss Pearl Cross. At its close the superintendents and teachers adopted resolutions saying among other things: "Never have we attended an institute that has aroused more genuine enthusiasm and has been more truly helpful." Resolutions too often are mere formal affairs, but that one has the right ring to it.

With few exceptions, children listen twice as eagerly to a story told as to one read, and even a "recitation" or a so-called "reading" has not the charm for them that the person wields who "can tell a sory." And there are sound reasons for their preference.—Bryant's How to Tell Stories to Children.

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TEACHING HOME-MAKING IN THE PUBLIC SCHOOLS

By Mrs. W. R. Hollowell, Goldsboro, N. C.

When the State of North Carolina passed the law that agriculture should be taught in our public schools, the progressive women insisted that it should read "Agriculture and Domestic Science." Some people insisted agriculture covered the entire ground; others said we did not have the money to purchase the necessary equipment; and another important consideration mentioned was that we did not have the teachers.

The State began to teach our boys to grow corn and farmers to do scientific farming. Teachers began to talk about health as never before, insisting that Health Talks should be given in the public schools and Health-Sabbath should be observed in the churches, and health bulletins were circulated everywhere. Nothing has ever been done for the State that caused so much cleaning and clearing up as these bulletins. Flies that were once regarded as a necessary evil because they were supposed to be scavengers and therefore helpful to mankind, were found to be dispensers of disease instead and have been outlawed "Swat the Fly!" is the slogan for 1911. Windows have been screened, sanitary closets have become an unwritten law, and kitchen sinks have been installed. Yet with all these improvements our people continue sick, the doctors are all kept busy, and the mortality of our babies is alarming. The lack of ambition and energy in our school children continues in spite of hook-worm treatment and ventilation.

The Root of the Evil.

What is the matter? Where do we go to find the root of the evil? Simply this and nothing more: We go on eating the same kind of food, prepared in the same old way; and it is what we put into our mouths that keeps us well and strong or makes us sick.

A few people recognize this fact that should have right-of-way in the State—that our women must not only learn how to cook all food properly, but must know the nutritive value of that food. The wife must know when her husband goes to his work in the morning that his breakfast is sufficient to supply the needed strength for that work until dinner time; that the child that goes to school has a breakfast and lunch of the right consistency, and proportion to enable the child to do the school work instead of going to sleep in school from over-eating unwholesome food or becoming cross and nervous from lack of quantity of the right kind of food. I would like for every mother in North Carolina to read Dr. Woods Huchinson's article on "Eating as a Means of Efficiency"; she would no longer consider her work in the kitchen as drudgery—work that amounts to nothing anyway. The majority of mothers do not realize that the headache of the husband, the irritability of children, and even the feebleness of herself, is due to the poorly prepared breakfast or dinner. She does not know that a sour stomach and a sweet spirit cannot exist in the same body. She even fails to see the connection between "good days" and well cooked Sunday meals and "bad or blue days" and the coarse, insufficient, poorly prepared meals of work days when mother is too busy to cook. Then everything goes wrong and life is not worth living.

With bad bread and over-cooked meat nothing is worth while. The mother tells her daughter on these occasions: "Don't marry a farmer or a poor man. When you have to work like I do, be a teacher or a stenographer or clerk, doctor or lawyer—anything but a home-maker." Yet this is the highest vocation to which any woman was ever called—the one vocation the normal woman had rather fill than any on earth if she only knew how; and the deluded mother, instead of recognizing this fact that she does not know how herself, that she is not capable of training the daughter in home-making because in her ignorance she does not know the source of all her own troubles, leaves the daughter to learn or not, as the case may be, at whatever cost, to be the right kind of home-maker, not as a means of revenue to becoming a domestic science teacher, but a capable wife and mother on which all her hope for domestic happiness depends.

The common-sense girl is going to learn how somewhere, for she will have the same dogged determination that prompts her to learn to embroider and play on the piano, and undergo untold agonies with the shoes she wears and the amount of adornment she can put on the outside of her head, because it is fashionable. Therefore the State must make it fashionable to be a good home-maker. A premium should be given for the best in efficiency, economy, simplicity and beauty in the home-life.

A Plan for Teaching Home-Making.

Where shall we begin to teach home-making? How can we put this instruction on the same plane with health teaching and agriculture in the public schools?

The National Department of Agriculture publishes bulletins on Bread-Making, Meats, the Preparation of Vegetables and the Nutritive Value of Food. These are sent out free and can be used in the public schools until the principles have been mastered. On some school day a kindly neighbor can loan her kitchen to older girls and teacher for a demonstration in bread-making. Each girl could bring a small quantity of needed material from the home pantry. The Fleischman Yeast Company will supply the yeast. While the bread is rising, biscuits, pastry, muffins, and batter cakes can be experimented with; but the main thing must be the perfect bread, which can be made in five hours in the winter, and from three to four hours in the summer—not sour bread, but light, feathery, sweet bread fit for a king. Country women frequently say: "My folks won't eat lightbread." When you see the kind of bread they have placed before them, no wonder! In nine cases out of ten, if it has been properly made, it has not been well baked, and the raw dough, when eaten, produces fermentation in the stomach and the victim says, "Lightbread did it"; when it would have been all right if it had been properly cooked.

The woman who understands the principle of bread-making will give the cooking special attention. The digestion of good bread really begins in the oven.

After the high school girl has been given two lessons in bread-making a prize should be offered for the best composition on bread-making, accompanied by the loaf of bread made, and made with her own hands. Friday afternoon should be the time for this exercise and the school-house should be the place for a discussion of the principles. All the patrons of the school should be the audience.

Work for Small Boys and Girls.

But what will you do with the small boys and girls on the day you give the cooking demonstration? I would invite every little girl to bring her dolls and sewing outfit to her school-house and get some woman of

the School Betterment Association to play dolls with them all day, teaching the cutting and fitting of garments for the dolls, the making of cup towels and napkins to surprise mother with, and the boys could have a chopping contest, and where there are lumber mills nearby, lathes could be converted into much-needed chicken-coops for the home. If all goes well, a candy-making party will follow at the school-house, to be enjoyed by all who behaved or worked well during the day the teacher and big girls were making bread. I believe the children would all be there, because the interested and busy child is not a bad child. It is the neglected child—the child that is told not to bother father or mother, but to run along and play and be sure to be good—that is usually the bad child.

Training Away From Service.

There is something radically wrong in the training of the child in these younger years in which it manages to get out of touch of and away from everything that it is going to have to do when it attains to manhood or womanhood. Why not find out what it is and apply our teaching from the beginning to the practical things of life, thus educating the hand along with the head in

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THE PRACTICAL PUBLIC SCHOOL

The August number of the World's Work contains a story of the successful attempt of Albany, N. Y., to relate the public schools directly with the working world. In every State in the Union there are various kinds of in operation: normal training and domestic science, book-keeping and stenography. Manual training and commercial science are being emphasized in every section of the country. But in the Albany schools students take orders from the people of the city. Customers leave specifications about the product desired and the students design it, make the blue-prints and bring both the design and the illustration to the customer for acceptance, with the full estimate of cost of material and labor.

The value of this plan is, the product of the pupil in school finds a ready use in the community. Most of the manual training schools of the county fall short just at this point. After the products are turned out that is the end of its teaching. They may be carried home and put in the play-room of the pupil, or possibly used by the parent. In some instances they may be sold to the community. But the latter is an accident.

Related with the shop work of the Albany schools and running along hand-in-hand with it is the designing or drafting department. The work in this department, together with the shop work, constitute one-half the work of the school. The rest of the time is devoted to regular school studies—"readin', 'ritin', and 'rithmetic,"—but all with special reference to the industrial activities.

The mathematics, which is ordinarily called arithmetic, goes by the name in this new institution of "shop mathematics"; for everything that is done in this department must have special reference to the shop-work or drafting. It includes the principles of arithmetic with as much algebra and geometry as is necessary for technical application.

In following this class to the English room, we find them anxious and impatient to describe what has occurred in the shop production, to discuss shop ethics, and to study about the lives of such men as Maydole, Disston, Ezra Cornell, and other leaders of industrial production.

Their academic work is further extended by a study of the industrial, social, and political history of the United States, they trace by means of geography the production, transportation, distribution and consumption of the products used in the school and in the city. From civil government, they discover deviations from the well trodden path of traditon; they begin their lessons with a study of the ward in which they live, of the alderman who represent it; and they trace, in a constructive and formative way, city, county, and national government.

What Provisions Are Made for the Girls.

The girls have their sewing room, drawing and designing room, kitchen, dining room, etc. This plan is familiar to many teachers throughout this State. But where the Albany plan goes just a step beyond the usual domestic science of our city schools is found in the manner of connecting it with the needs of the community.

The citizens of the community come to this school and leave orders for work. One lady left an order for a stencilled curtain. Another order was for baby clothes, or for skirts, etc. In the kitchen orders are left for bread, and stains are removed from dresses. In all of this work, the cost is carefully worked out by the girls beforehand and the price is fixed by them. The writer in the World's Work concludes:

"Just as you are about to leave, another pleasant child comes up to you and invites you to remain to luncheon. After that, you go downstairs where you find the cashier at the teacher's desk making out her report for the day; the afternoon session of school has begun. You venture another inquiry and find that she is making a report that goes to the arithmetic teacher so as to provide the girls' classes with arithmetic for the next day's lesson. Then she further explains with a troubled brow that she is having quite a time to-day as her 'cash will not balance.' You see that she is surrounded with lunch tickets and small change taken at the daily luncheon sale. She tells you how much she has sold, how many tickets she has, how much flour, butter, sugar, etc., was reported to her as used that day, what the market prices are, what her receipts are, and then showing you her report card, asks you, with a sad tone in her voice, 'And how would you like to figure all that out?'

" 'What becomes of the money you take in?' you ask.

" 'We have to deposit that in the city bank,' and she adds with a business-like manner: 'At the end of each month we have to make out a check to the Board of Education showing how much of the cost of our department we have covered.' "

Such is the story of the efforts of the Albany schools to reach the boys and girls who do not desire to take the literary course leading to the so-called learned professions.

The present status of this work in the State as passed upon by the Regents University of the State of New York, November last, is indorsed to such an extent as to give advanced standing to those who wish to enter the high school. To students who complete the vocational course of two years, a junior trade school diploma will be awarded; to those who complete a four years' vocational course, a senior trade school diploma will be given; and those who wish to continue two years longer may have courses of liberalized trade training and of highly specialized mathematics and science. It will not be the fault of the schools if their graduates are not fitted for unlimited promotion.

THE BACKWARD STUDENT: SHALL WE KEEP HIM OR LET HIM GO?

By Martin L. Wright, Holly Springs, N. C.

One of the most perplexing problems the school man has to deal with at present is what to do with the fellow in the higher grades of the grammar school who fails to make good in his classes. There is not so much trouble in the primary grades. The child shows but little individuality in these grades, and it is less trouble—causing also tendency—to reduce the primary school to a machine whose sole purpose it is to turn out a product ready for the next grade. But happy for the child, the machine fails to work when the individuality of the pupil be gins to assert itself. Men are not made by machinery. Each is cast in an individual mould, shaped and fashioned by the forces and circumstances about him.

Often-times it seems that the sixth and seventh grade boy has reached a stage of arrested development, but not necessarily so. His interests have become broader and fuller than school life. The school can no longer contain him. The fact that he fails to learn his history and English is no more a sign of arrested development than for the college boy to quit studying Latin when he leaves school and goes out to survey a railroad. His energy has found a new field. The toot of the whistle and the grating of the steam shovel are more interesting than the Euglish classics.

To expect the boy of twelve and fourteen years to find the answers to all his "whys" and "wherefores" in his text-books is to expect the impossible. Nature doesn't work that way. There is a certain amount of potential energy that must have an outlet. The purpose of the school is to direct that energy, not to create it.

Our text-books all contain too much and the wrong thing. We expect a boy to learn too many isolated rules and too much abstract knowledge without applying any of it. It is not sufficient to tell a boy that a hatchet is an instrument to chop wood with. This gives him very little pleasure. He must have a hatchet, he must find a cherry tree. A boy in the grammar school is the most experimental creature in the world. He wants to try everything for himself. If you give him a watch he will tear it up. This energy and curiosity must be directed, not stifled. To expect all of it to be worked out through text-books is absurd. Sometimes we can get him to work off some of his energy that way and keep up with his class, and about as often we cannot. The one who keeps up we call the normal student, the one who does not we call the delinquent. I have often wondered which really is normal.

What Has Been Our Method of Dealing With the Delinquent?

Sometimes we send him to the principal and have him flogged. Sometimes we keep him in after school to go over the same thing again. Often we keep him in the same grade another year. When all this is done we have the same boy we started with—with the exception that he has a greater dislike for books and has probably forgotten some things he once knew in them. After he serves his second apprenticeship in the same grade we often repeat the dose. This is usually about the last time we have the chance to prescribe. You can't fool the pupil but about three years in succession. He quits school discouraged. He has come to believe at last what his teacher has told him so many times: that he will never do anything. Often the teacher is right, for three years of misdirected or undirected energy is a great factor in the making of a hobo. If we could make a scholar of him by keeping him in the same grade three years, then there would be some excuse for it, but we do not, we only discourage him.

All this should be nipped in the bud. There are too many paths to success to try to make all go one way. When a boy fails in his books it is usually because he is interested in something else. If a boy will not learn history, it does not mean that he will not make an axe handle or a horse shoe. We try to make scholars out of all. This is impossible, as so much of our product bears ample testimony. School is life—at least it should be—and when it fails to hold the boy and make a man out of him it has failed in its purpose. Our school life should be broad enough to give an outlet to all different phases of energy. All boys are interested in making something. Every boy is an inventor. Look into his pockets—the sanctum of his genius—and see if you don't find tools and materials which he uses with skill when he is by himself or with his playmates.

Usual Criticism of Vocational Schools.

We hear this criticism of the vocational school: it turns out boys and girls who are deficient in English, mathematics, etc. Granting that to be true, is it not better to turn out a boy with well trained hands who can and will earn a living, even though he does say, "I seen," than to turn out a street loafer who says also, "I seen"?

But wait, there is such a thing as associated interest. When the boy finds a use for his mathematics in his work he will have some incentive to learn it. All knowledge is interesting in proportion to its association with ourselves. There is nothing probably that makes a more uninteresting page than a table showing the rates and values of life insurance premiums; yet I have seen men sit and study them for hours at a time. Why? Because they wanted some insurance. There is nothing so unnatural as our method of teaching, which tries to store up knowledge enough to meet the demands of a lifetime before drawing upon it. It reminds one of the engineer who tried to get steam enough in his boiler to run from Baltimore to New York before he started. If we were to try to lay up money enough to carry us through life before we ever spent any we would never appreciate its value and we would never know how to use it.

To make a boy efficient in anything he dislikes is impossible. The product of our schools clearly shows this. To try to make him equally efficient in all subjects is absurd. It has absolutely no parallel in life. Often when a man would go broke raising wheat, he would make a fortune growing strawberries. Then let him grow strawberries. When a blacksmith finds that a piece of steel will not make a drill he doesn't destroy it. By working it over, he makes a horse-shoe out of it.

The Duty of the School.

It is absurd also to say that all shall make the same grade for promotion. It is not the duty of the school to equalize. Suppose the Government should say that all merchants who do not make $5,000 a year must go out of business. School is life, and there is no reason for having such abnormal regulation there that we can find a parallel nowhere else. The purpose of the school is to keep the boy busy and direct his energy along normal

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WHAT NORTH CAROLINA IS DOING FOR EDUCATION

By Hon. J. Y. Joyner, State Superintendent Public Instruction.

1.—Increasing the School Fund.

The General Assembly of 1911 increased the State and county tax from 18 to 20 cents on the hundred dollars' valuation of property. This increase, together with the increased valuation under the new assessment, ought to yield an increase in the elementary school fund of not less than $300,000.

2.—Building School Houses.

There has been a substantial increase in the Loan Fund for Building and Improving School Houses. Loans amounting to $88,000 have been made during the past year from this fund.

3.—Increasing Local Tax Districts.

There are now more than 1,200 local tax districts in the State. Since January 1, 1911, more than fifty of those districts have been established by vote of the people. About $900,000, or one-fourth of the entire school fund, is raised by local taxation.

4.—Rural Libraries.

There are now about 3,000 rural libraries in the State. Since June 1, 1910, 289 rural libraries and 154 supplementary libraries have been established.

5.—Institutes.

During the year institutes were held in sixty-eight counties for a period of two works in each county. The institute has been systematized greatly.

7.—County Associations and Reading Circle.

During the year more than ninety counties of the State held regular monthly meetings of their teachers in their County Teachers' Associations. About 60 per cent of the teachers of the State are enrolled in the Teachers' Reading Circle.

7.—Transportation of Pupils.

The last Legislature made provision for the transportation of pupils at public expense in consolidated districts. A few counties have arranged to inaugurate this feature which in other States long ago passed beyond the experimental stage.

8.—Health in the Public Schools.

A plea for simple, practical instruction of the rising generation through the public schools in the simple laws of health and sanitation was started by the State Department of Public Instruction in co-opertaion with the State Board of Health two years ago. Bulletins on "A Manual of Physiology and Hygiene," and "Eyes and Ears" were prepared. Those give general outlines for a three-year course. Other bulletins prepared by the State Board of Health are distributed free to the teachers of the State.

9.—Public High Schools.

During the year 1909-1910, the number of public high schools in operation increased from 160 to 170. The number giving a four-year course increased from 2 to 10; the number giving a three-year course, from 52 to 69. Only eleven counties are without these public high schools. The last Legislature increased the annual appropriation from $50,00 0to $75,000. These schools enrolled 5,775 students and made an average daily attendance of 4,145.

10.—The Farm Life School.

The last Legislature made provision for the establishment of county farm-life schools.

It is proposed to give instruction and training to hundreds of country boys and girls annually in the best methods of farming, dairying, orcharding, stock judging, and stock raising, the handling and making of crops, cooking, sewing and other subjects pertaining to housekeeping and home-making on the farm, thus making farming more profitable, farm like more livable, farm homes more comfortable and more beautiful.

Craven and Guilford have already provided for the establihsment of such schools. Elections have been called in the counties of Wake, Warren, Stanley, Durham, and Duplin. The question is being discussed, preparatory to calling elections, in Robeson and other counties. This progress is remarkable when we consider that it has been made in less than six months since the enactment of the laws providing for the farm-life school.

CONTINUED GROWTH OF LOCAL TAXATION.

Extracts From Report of C. H. Mebane, Secretary for the Year Ending July 1, 1911.

From July 1, 1910, to June 30, 1911, one hundred and twenty districts located in thirty-five different counties, voted local tax for public schools, making the total number of districts in the State 1,197. Several districts have voted since June 30th, so the present number is more than twelve hundred.

Practically all of the one hundred and twenty districts carried during the year are composed of rural territory.

Income From Local Taxes.

The income from local taxes for the year ending June 30, 1910, was $877,799.91, which was an increase of $60,550.09 over the preceding year. During the same year there was raised by bonds and loans for special tax districts $294,077.49. We have taken all together, for the year ending June 30, 1910, the sum of $1,171,857.40 raised in special tax districts, showing an increase over the preceding year of $134,536.62.

Showing Growth Since 1906.

Local tax districts, July 1, 1906	402
Local tax districts, July 1, 1907	504
Local tax districts, July 1, 1908	748
Local tax districts, July 1, 1909	900
Local tax districts, July 1, 1910	1,077
Local tax districts, July 1, 1911	1,197

How Spread Over the State.

Number of counties in the State	100
Number having one or more local tax districts	98
Number having one local tax district	6
Number having two to five districts	40
Number having six to ten districts	26
Number having eleven to fifteen districts	13
Number having eighteen to forty-seven districts	20

THE BACKWARD STUDENT.

(Continued from page 6.)

lines. It is not the purpose of the school to say what his inclinations shall be or to number his talents. These things are already. It is the duty of the school to comprehend the whole life, to direct energy and not stifle it. As one star differeth from another star, so do the talents and inclinations of boys, and this difference should be given due consideration in the building of character and the making of men.

HOW CAN WE MAKE OUR TEACHING OF ARITHMETIC PRACTICAL?

By George C. Burrage, Saluda, N. C.

The parent can justly criticise the school that sends out his child fresh from the study of arithmetic who cannot find the capacity of a bin in bushels or a tank in gallons, or estimate the cost of lumber for a fence, or make out a milk bill correctly.

The writer once heard a real estate agent complain that his son, at the time a student in a high school of good standing, was of little or no help to him in his office because of poor training in arithmetic. And it was quite natural that the father complained, for he had given his son far better school advantages than he himself had enjoyed.

In my experience as a supervising principal, I find that the methods laid down in the average text-books in arithmetic, and as taught by the average grade teacher, do not give the desired proficiency in the application of arithmetical principles to the problems met in practical life.

A Simple Milk Bill.

For instance, a boy in one of the grades of my school brought me a milk bill for settlement. The boy himself has made the bill out for his father. The bill was for the cost of three quarts of milk for every school day during the preceding month at twenty cents a gallon. He had not made it out correctly. It occurred to me to test the whole grade with this practical problem, which was a common one in the community in which our school was located. The result was mortifying to the teacher and discouraging to me. One girl I found had the given quantity of milk for a month at the given price come to $60, which I afterwards pointed out to the class would be prohibitive. While this answer was the wildest as to the amount of the bill, others showed almost as much carelessness or inaccuracy in doing the work. One had taken the price as twenty cents a quart instead of twenty cents a gallon; many had made mistakes in finding the number of school days in the month. In fact, it seemed that every possible way of doing the work wrong had been discovered and adopted by one or more members of the class.

It has been my experience that when pupils have been given practical problems not found in their arithmetic, especially those problems involving units of weight and measure, the girls more often than the boys are all at sea, and have given the most absurd answers, which their common sense ought to tell them could not possibly be right.

Cause of the Trouble.

In comparing notes with other teachers, I find that they have met with similar discouragements. Now there must be some reason for this state of things; some underlying cause producing this result. If so, is it not to be found in the text-books in common use, or at least in the slavish following of the text-books on the part of too many of our teachers?

It has long seemed to the writer that the trouble lies largely in the fact that the arithmetic gives the pupil his data all prepared for him, and only too often places it directly under the rule or principle that he is to use in working the example; and, worst of all, perhaps the answer is given in the back of the book; which renders it unnecessary for him to consider the result that he has obtained to see if it is reasonable or not, or to prove his work.

Now let us see how little this method of procedure tallies with what the boy or girl, man or woman, must do in solving the every-day problems of the shop, of the store or of the home. First the data must be gotten by actually weighing or measuring. Here is a difficulty at the outset, if the boy or girl has never had any experience in weighing and measuring. If any one says that all young people get more or less practice in measuring, I can cite a case in my own senior class in the high school of a girl who said that she had never measured anything but her own height. The occasion of her making the statement was that I had the whole class measuring something in the school-room in order to get their own data for work that I had given.

In the second place, after getting one's data in the solution of an every-day example, he must decide upon the rule that applies and the principles involved in working out the answer. This is the crucial test of one's knowledge of arithmetic. If the teacher gives only the examples in the arithmetic, and in the order in which they are found there, the child has little opportunity to test his ability to apply rules. But, of course, the arithmetics do contain more or less general review examples to give this practice; still many of these, in my judgment, are too much like the examples that the pupils have already had. Besides, they are too artificial, and so do not touch the life of the child and thereby excite his interest.

In the third place, the use of the answers that are given in the back of most arithmetics is, I believe, pernicious. It has two evil effects, at least. Every teacher has had the experience, I am sure, of a child's having the answer to an example as given in the book, but the process by which he arrived at it might be beyond him or any one else to explain. But he seemed satisfied as long as he had reached the desired goal. Often-times when the pupil has the answer to work for, his efforts to solve the problem amount to little more than juggling with figures, thus the principal value of mathematical training, the ability to reason according to fixed principles and rules, and hence arriving at logical conclusions, is entirely lost.

The second ecvil of the given answer is that it is contrary to fact in all the practical examples of every-day experience. It does not require the pupil to use his judgment or reason in deciding whether the result he has gotten is reasonable or not. And I think that right here there is a great loss in the training of the judgment and the common sense, which is very unfortunate; for the usefulness of a man or woman in this world depends very largely upon his or her being able to form correct judgments in the various complications arising constantly in every-day experience.

Then the given answer not only prevents the pupil from using his judgment in deciding whether his answer is reasonable or not, but it also renders it unnecessary for him to prove his work, which he must learn to do in all practical examples.

Remedies Suggested.

I have tried to point out what seems to me a weak spot in our teaching of the practical side of arithmetic. Now allow me to suggest some ways by which we may strengthen our work along this line. When I have found that a class, especially the girls in it, seem to have very vague ideas of the size of an acre, or of such distances as five hundred feet, a quarter of a mile, a mile and so,forth, I have sent two boys out on the school

(Continued on page 20.)

TEACHING PHONICS TO PUPILS ABOVE THE FIRST GRADE

By Miss Susie Fulghum.

We can follow the State manual on "How to Teach Reading" when we teach first-year pupils. The work, however, needs adaptation when used with pupils who have been in school a year, two years, or even five years, but do not yet know the sounds of which the English language is composed, and cannot get words for themselves. It is the duty of all teachers to give pupils, regardless of the number of years they have been in school, the power to get words for themselves—a power gained only through phonics. This, then, is my aim, to make boys and girls independent readers, to make them masters of the mechanics of reading. Our fifth-year pupils should meet new words with pleasure, rather than always finding them stumbling blocks.

If this outline is carefully followed I feel sure that the work in phonics will be successful.

Step I.—Ear-Training.

The pupils will need a few lessons in ear-training. The lessons in "How to Teach Reading" may be used for this purpose. This work will very readily be accomplished. The children, being older, can take several lessons at one period. Specific directions for each lesson are found in the manual.

Step II.—Learning the Sound Values of the Letters.

The children will now be taught the sounds of the letters of the alphabet. These must be learned thoroughly, instant recognition must be required. A little story, connected with the letter sound, aids in impressing it on the child's memory. For example, we call the sound of the letter "f," the cross cat sound. If a teacher feels that she does not know these sounds thoroughly herself, let her pronounce slowly four or five times a word containing the sound, listening carefully, and she will soon discover the separate sound of each letter.

Now, the pupils are ready to sound and pronounce words composed of these elementary sounds. Lists for this use are to be found in the first part of the Foust and Griffin Speller, through exercise five. The children should individually give the sound value of each letter, and then pronounce the word. Concert is not always wise.

Step III.—Teaching the Combinations of Letters Which Stand for Sounds.

The combinations of letters forming new sounds should next be taught; for example, the sound of "ou." This sound is taught, then lists of words from the speller, containing this sound should be given. Each child should sound and pronounce a word containing this sound. Failure on his part means that the previous work has not been thoroughly done.

There should be a daily phonic period of ten minutes on every teacher's program, separate and distinct from all other work. At this time there should be a review of all known sounds, and one or more new sounds taught. Lists of words containing these new sounds should be spelled by sound and pronounced. Let each child have a word. Teach them the combination "oa," then let the pupils open their spellers and sound the words containing these letters. Words for this purpose are found in Part I. of the speller. Keep this work up until all the sounds given in Part I. of the speller have been taught such as ay, oi, ar, er, ea, etc. Each child is to know every sound thoroughly. Only individual work counts. If we are to make each child a master of the mechanics of reading, we must see that every pupil knows his sounds, instantly recognizes them, and can sound words containing these combinations of letters. There are certain blends which must be given. The child knows the sound of "b," he knows also the sound of "l." When these two letters are combined, it is not a new sound, but a blending of the two; other examples are "fl," "gl," "br," "st," etc.

Step IV.—Phonic Chart.

A phonic chart should be on the board of every teacher. If you have not blackboard space to use for this purpose, make your chart on large sheets of stiff paper. Write the sounds large and bold enough for them to be recognized by every child in the room, without strain on the eyes. Manilla cardboard and a stick of black checking crayon make a fine chart. This chart should consist of sounds and words containing such sounds as "ar"—"star," "ee"—"see,"—"oy"—"boy."

Cards made of manilla cardboard with the sounds written or printed on them, one sound on each card, are great aids to instant recognition. They are invaluable for quick drill. When the ground has been covered, constantly review the work, drilling on the difficult sounds, and calling on pupils who seem to be most backward. These drills should be done rapidly, and without interest and enthusiasm on the teacher's part. Pupils soon learn to love this period. The lists of words in the speller may be supplemented with words from the regular reading lessons. After all the sounds in Part I. have been taught, let each pupil try to say all the sounds. Seek to have each child know all the sounds perfectly. A wide-awake teacher will think of many devices to arouse interest and impress these sounds upon her pupils' memory.

Step V.—How to Apply Phonics to the Reading Lesson.

As the work in phonics progresses, we apply it to the reading lessons. The child meets daily words which he does not know, but which contain the sounds that have been drilled on at the phonics period. The teacher should make two lists of words from each reading lesson, one list containing words which can be sounded, the other composed of the irregular words. The phonetic words should be sounded and pronounced by the children. They should readily sound and pronounce any word containing a combination of letters upon which they have been previously drilled. Let the teacher refrain from telling the child any word which he has power to get for himself. The unphonetic words should be spelled by letter and pornounced with the aid of the teacher.

In sounding words of more than one syllable, the first syllable should be sounded and pronounced, then the next, and so on.

The new words in the reading books should be listed according to their phonetic value and sounded by the pupils.

This work ensures fluent reading, for we drill on all new words until they are thoroughly known, before the pupils attempt to read their lessons. The child feels his own power in getting new and difficult words, his lessons become a pleasure to him; he makes an effort to read books and newspapers at home, for he has a key to all difficult words. He is now master of the mechanics of reading, and his business, hereafter, will be thought-getting, through exercise of this power developed at school.

"Phonics in Reading," a manual for teachers by Miss Haliburton and published by B. F. Johnson & Company, will prove very helpful in this work.

State Library

THE NEW BOOKS ADOPTED FOR THE PUBLIC SCHOOLS

It was known last spring when the schools closed that there would be a new book adoption before the opening of schools in the fall. The last Legislature made some important changes in the text-hook law, and there has been more than ordinary interest in the result of the present adoption. Heretofore a Suh-Commission, composed of practical school men, has examined the books aud reported to the State Board of Education which has had the sole power and responsibility of adopting hooks. The amended law gave to the Sub-Commission the right to sit with the State Board aud vote on the adoption.

The Men of the Commission.

The books were adopted, therefore, hy a joint board which constitutes the Text-Book Commission—the State Board of Education and a Commission appointed by the Governor and the State Superintendent. The members of the State Board of Education are: Governor W. W. Kitchin, Lieutenant-Governor W. C. Newland, Secretary of State J. Bryan Grimes, Auditor W. P. Wood, Treasurer B. R. Lacy, Superiutendent of Public Instruction J. Y. Joyner, and Attorney-General T. W. Bickett. The members of the Commission, who first examined the books, submitted as to quality are: N. W. Walker, of Chapel Hill, Supervisor of High Schools; R. J. Cochran, County Superintendent of Schools of Mecklenburg; Z. V. Judd, County Superinteudent of Schools of Wake; N. C. Newbold, Superintendent Schools of Washington; A. C. Reynolds, Couuty Superintendent of Schools of Buncombe; and E. T. Atkins, County Superintendent of Schools of Wayne.

The Commission and Suh-Commission met on Juue 8th and heard from the representatives of book companies as to the merits of the books submitted. On July 10th the doors were closed to the book agents and the Sub-Commission began the examination of the books submitted, and on August 3rd the report of their investigations was delivered to the State Board of Education. The two Boards then, in joint session, adopted the books for five years.

The following parallel columns show: (1) The new books adopted, and (2) the old books in use:

Spelling.

New Books.	Old Books.
Reed's Primary Speller, Reed's Word Lessons, by Chas. E. Merrill & Co.; and "A Spelling Book" by Foust & Griffin (re-adopted). Alfred Williams & Co., Raleigh.	"A Spelling Book," by Foust & Griffin; Alfred Williams & Co., Publishers (re-adopted).

Defining.

Webster's Dictionaries, hy American Book Co. (re-adopted).	Webster's Dictionaries; American Book Co. (re-adopted).

Reading.

The Howell Primer, by Howell & Co.; The Halihurton Primer, D. C. Heath & Co.; The Howell First Reader, by Howell & Co.; Graded Classics, 1, 2, and 3; B. F. Johuson Company, Richmond, the Baker-Carpeuter Language Readers, 4 and 5, Macmillan Co.	First and Second Readers—Graded Classics (Johnson & Co.), re-adopted; Third, Fourth, and Fifth Readers--Aldermen's Classics Old and New (American Book Co.)

Writing.

The Old North States Copybook, hy North State Publishing Company (re-adopted); The Berry Writing Books, D. B. Berry & Co., Chicago. (Only the Medial System of writing was adopted.)	Old North State Medial Copybook Nos. 1 to 6 (Alfred Williams & Co.); re-adopted. Smithdeal Copybook (Slant), Nos. 1 to 6 (Johnson & Co.); Natural System Copybook (Vertical), Nos. 1 to 6 (Heath & Co.)

Drawing,

Progressive Lessons in Art Education, The Prang Educational Company.	Practical Drawing Book, Nos. 1 to 6 (Webb & Ware.)

Geographies.

Dodge's Primary Geography and Dodge's Comparative Geography, Rand McNally & Co.	Maury's Elementary Geography, Maury's New Complete Geography (American Book Co.)

Language and Grammar.

Hyde's Lessons in English, Book 1, D. C. Heath & Co. (re-adopted). Grammar and Composition Book 2, by Robhins & Row, published by Row, Peterson & Co. Modern Grammar, by Buhler and published by Newson & Co. (re-adopted for use in grades above the seventh grade in the public schools).	Hyde's Two Book Course in English—Book 1 (Heath & Co.); re-adopted. Smith's Our Language—Book II. (Johnson Publishing Co.); Buehler's Moderu English Grammar and Composition (News & Co.); re-adopted.

History of North Carolina.

Hill's Young People's History of North Carolina, D. H. Hill, Publisher (re-adopted).	Hill's Young People's History of North Carolina (Alfred Williams & Co.)

Arithmetics.

Milne's Three Book Series; American Book Co., Publishers.	Colaw & Elwood Advanced Arithmetic, Colaw & Duke's Intermediate Arithmetic, Colaw & Elwood Primary Arithmetic; B. F. Johnson Publishing Co., Publishers.

History of the United States.

No adoption. Referred to a committee for report and recommendation on or before January 1, 1912. Histories now on list to be used until that time.	White's Beginners' History United States, Chambers' Higher History United States; American Book Co., Publishers.

Physiology and Hygiene.

Ritchie-Caldwell Primer of Hygiene, Richie's Primer of Sanitation. World Book Company with Thompson Publishing Company, of Raleigh as State agents. Culler's Physiology, Book III., for use iu grades above the seventh grade. Lippincott & Company (re-adoption).	Culler's First, Second and Third Books (Lippincott's Book III. (re-adopted).

Civil Government.

Peele's Civil Government of North Carolina and the United States (B. F. Johnson & Co.)	Peele's Civil Government (B. F. Johnson Co.); re-adopted.

Agriculture.

Agriculture for Beginners, by Burkett, Stevens and Hill (Ginn & Co.); re-adopted.	Agriculture for Beginners, by Burkett, Stevens and Hill; Ginn & Co. (re-adopted).

Supplementary List Adopted.

The Story of Cotton, E. C. Brooks; Rand McNally & Co.

Makers of North Carolina History, by R. D. W. Connor; Thompsou Publishing Company.

Jackson & Davis' Industrial History of the Negro Race (for negro schools); Negro Educational Association, Richmond.

The Heart of Oak Books, 1 to 7, by E. C. Norton; D. C. Heath & Co.

Southern Prose and Poetry, by Mims and Payne; Charles Scribner's Sons.

With Pen and Pencil (language lessons for primary schools), by Sarah Lolise Arnold; Ginn & Co.

Lauguage Through Nature, Literature and Art, by Perdue & Griswold; Rand McNally & Co.

THE ADOPTED BOOKS AND THE PRICES.

First Grade—Adopted List.

	Exc'ge.	Retail
The Howell Primer	.12	.25
Or Haliburton Primer	.12	.25
The Howell First Reader	..	.25
And Graded Classics	..	.20
Reed's Primary Speller	.09	.19
Or a Spelling Book (revised)	..	.20
Progressive Drawing I.	..	.15

Supplementary.

Heart of Oak Books I.	..	.20
Claxton's Grimm's Fairy Stories	..	.25
Holbrook's Hiawatha Primer	..	.40

Second Grade—Adopted List.

Graded Classics, II.	..	.27
Reed's Primary Speller	.09	.19
Or a Spelling Book (revised)	..	.20
Berry's Writing Book (Old North State edition)	..	.05
Or Old North State Copy Book I.	..	.05
Progressive Drawing, II.	..	.15

Supplementary.

Heart of Oak Books, II.	..	.28
McMurry's Robinson Crusoe	..	.30
Baldwin's Fifty Famous Stories	..	.35

Third Grade—Adopted List.

Graded Classics, III.	.16	.32
Reed's Primary Speller	.09	.19
Or a Spelling Book (revised)	..	.20
Progressive Drawing, III.	..	.15
Milne's Progressive Arithmetics	.16	.32
Berry's Writing Books (Old North State edition), II.	..	.05
Or Old North State Copy Books, II.	..	.05

Supplementary.

Heart of Oak Books, III.	..	.16
Language Through Nature, Literature and Art	..	.30
Arnold's With Pen and Pencil	..	.35
Cook's Story of Ulysses	..	.50

Fourth Grade—Adopted List.

Fourth Language Reader	.16	.30
Milne's Progressive Arithmetics, I	.16	.32
Reed's Word Lessons	.11	.22
Or a Spelling Book (revised)	..	.20
Progressive Drawing, IV.	..	.20
Berry's Writing Books (Old North State edition), III.	..	.05
Or Old North State Copy Books, III.	..	.05
Ritchie-Caldwell Primer of Hygiene	.17	.35
Hyde's Language Lessons, I.	..	.25
Dodge's Primary Geography	.22	.45

Supplementary.

Heart of Oak Books	..	.36
Moulton's Bible Stories of Old Testament	..	.50

Fifth Grade—Adopted List.

	Exc'ge.	Retail
Fifth Language Reader	.18	.36
Hyde's Lessons in English, I.	..	.25
Dodge's Primary Geography	.22	.45
Milne's Progressive Arithmetics, II.	.18	.36
Reed's Word Lessons	.11	.22
Or a Spelling Book (revised)	..	.20
Progressive Drawing, IV.	..	.20
Berry's Writing Books (Old North State edition)	..	.05
Or Old North State Copy Books, IV.	..	.05
White's Beginner's History of United States	.20	.40
Ritchie-Caldwell Primer of Hygiene	.17	.35
Elements of Agriculture	..	.60

Supplementary.

Heart of Oak Books, V.	..	.40
Connor's Makers of North Carolina	..	.40
Songs of Hiawatha	..	.20
Francillon's Gods and Heroes	..	.40

Sixth Grade—Adopted List.

Milne's Progressive Arithmetics, II.	.18	.36
Essential Studies in English, II.	.22	.45
Dodge's Comparative Geography	.45	.90
Hill's Young People's History of North Carolina	..	.85
Ritchie's Primer of Sanitation	.20	.40
Elements of Agriculture	..	.60
Reed's Word Lessons	.11	.22
Or a Spelling Book (revised)	..	.20
Progressive Drawing, VI.	..	.20
Berry's Writing Books (Old North State edition), V. and VI.—each	..	.05
Or Old North State Copy Book, V. and VI.—each	..	.05

Supplementary.

Heart of Oak Books, VI.	.22	.44
Hawthorne's Great Stone Face	..	.15
Brown's In the Days of the Giants	..	.50
Guerber's Story of the Greeks	..	.60
Industrial History of the Negro Race (for use in negro schools)	..	.75

Seventh Grade—Adopted List.

Milne's Progressive Arithmetics, III.	20	.41
Dodge's Comparative Geography	.45	.90
Ritchie's Primer of Sanitation	.20	.40
Hansel's Higher History of the United States	.37	.70
Essential Sudies in Tnglish, II.	.22	.45
Reed's Word Lessons	.11	.22
Or a Spelling Book (revised)	..	.20
Peele's Civil Government	..	.60
Progressive Drawing, VII.	..	.20
Berry's Writing Books (Old North State edition), VII. and VIII.—each	..	.05
Or Old North State Copy Books, VII. and VIII.—each	..	.05

Supplementary.

Heart of Oaks Books, VII.	..	.48
Brooks' Story of Cotton	..	.60
Irvin's Rip Van Winkle	..	.16
Warren's Stories From English History	..	.65

Note.—Carpenter's Geographical Readers are recommended for supplementary reading in connection with the geographical study of the various continents.

Four volumes, each	..	.60
Volume on Europe	..	.70

Note.—Southern Prose and Poetry, Mims and Payne, may be used as supplementary reading in advanced grammar grades and grades above the seventh.

Note—The two histories of the United States are adopted until January 1, 1912.

NORTH CAROLINA AS A MANUFACTURING STATE

By E. C. Brooks.

The three things most essential to life are food, clothing, and shelter. These things, as a rule, are not produced ready for man's use in their natural state. They must be converted by man into such forms that he can use them to advautage. We call this process manufacturing. It requires one kind of science to make the soil produce certain articles necessary for man, and another to take the raw products and convert them into finished products.

The cities below the fall line developed at first because they handled the natural products of the soil and streams, such as cotton, tobacco, truck, fish, and shipped them to other sections, buying in return necessary things for home use not made ou the farm. The cities in the Piedmont section have developed more rapidly, because they took the natural products of the soil such as cotton, tobacco, timber, and made them over into usable products and sold them again to the people. In manufacturing, much labor is necessary and larger centers of populatiou have been developed.

The great manufacturing section of the State is between Raleigh, Greensboro, aud Charlotte, and over three-fourths of the manufacturing of the State is in the Piedmont section.

Cotton Manufacturing.

If we follow the Southern Railway from Durham through Burlington, Greensboro, Salisbury, Concord, Charlotte, and Gastonia, we will pass the center of cotton manufacturing in North Carolina. Gaston County leads in number of factories and amount of capital invested. The North Carolina factories consume more bales of cotton than any other Southern State. There has been considerable development since 1880 when there were only forty-nine cotton factories in the State. To-day there are 331. North Caroliua manufactures 755,667 bales of cotton annually, while this State produces only 649,886 bales. In other words, 100,000 bales more is manufactured than is produced. So varied is the manufacturing that North Carolina cotton is insufficient for certain grades of cloth and over 3,000 bales of foreign cotton is imported from West India and Egypt.

If we compare North Carolina with other States and other countries, we find that Massachusetts is the only State in America that manufactures more cotton than North Carolina. It is about five times as much, Germany three times as much, and France 50 per cent more than North Carolina. However, nearly all the cotton manufactured in these foreign countries is raised in the United States. The foreigu labor is more skillful than the North Caroliua labor, and the foreign countries manufacture the finer goods, while North Carolina and the Southern Ctates manufacture, as a rule, the coarser goods.

Wool and Silk.

Woolen mills are found in Weaverville, Buncombe County; Snow Camp, Alamance County; Patterson, Caldwell County; Newton, Catawba County; Spray, Rockingham County; Lincolnton, Winston-Salem, Leaksville and Mount Airy. Silk factories are found in Wadesboro, Fayetteville, and High Point.

Furniture.

While furniture factories are found here and there in many parts of the State, if we follow the belt of hard wood from Alamance County through Guilford, Davidson, Randolph, Forysth, Surry, Davie, Iredell, Catawba, and Caldwell Counties, we will find most of the furniture factories located in these counties. Guilford County leads all the others with High Point as the greatest furniture center in the South. Thomasville is noted for manufacturing chairs.

Tobacco.

The tobacco factories are located in the Tobacco Belt. The tobacco towns are Winston-Salem, Durham, Reidsville, and Wilson. The tobacco industry has built these towns, and the tobacco manufactured in them is shipped to all parts of the world

Building Material.

There are many lumber mills in every section of the State. In the long-leaf pine section, in the oak and hickory region, in the cypress and juniper belts; in fact, in almost every county in the State, we find the saw-mill taking the trees of the forest and converting them into lumber. Other factories then take the lumber, and make it over into all kinds of material for building a house. There are over two hundred lumber plants in the State.

The clay deposits afford a fine area for brick making. There are over thirty-five large brick plants that make building brick, ornamental brick, press brick, and tiling.

Food Stuff.

There are sixty-four large flour and corn mills in the State. They are found chiefly throughout the Piedmont and mountain section, where wheat and corn are the leading crops. From these mills are shipped car-loads of flour and meal to all parts of the country. The wheat fields of North Carolina have not been able to supply these mills with sufficient grain. Much is imported from other States. In addition to the bread stuff, fruits and vegetables are canned for winter use. The canneries are found in many sections of the State, but are located chiefly in Reidsville, Elkin, and Morgantou. The Girls' Tomato Clubs have encouraged this business withiu the past year. Breakfast food is prepared at Asheville; rice mills are located at Goldsboro; salad oil and lard are prepared from the products of the cotton-seed oil that is manufactured in the State.

Pulp Mills.

One of the newest industries in the State is a great manufacturing plant established in Canton, Haywood County, for making wood pulp from which paper is made. This plant cost over $3,000,000, and consumes over 600 cords of wood a day, employing more than 1,200 men. The wood is cut up and run through various processes until it comes out in broad sheets rolled up like thick blotting paper. This is the wood pulp in the form ready to be shipped to the paper factories. The chestnut oak, the hemlock, and the pine tree, are chiefly used in this industry.

From the Cradle to the Grave.

While the greater part of the manufacturing plants are engaged in manufacturing clothing, food stuff, building material, and furniture, there are several hundred other factories that make the finished product for man's use.

When the child is born he may be wrapped in clothes made in North Carolina mills, his cradle may come from High Point, his bed from Goldsboro, Greensboro, Mebane,

(Continued on page 20.)

STUDIES IN NORTH CAROLINA POEMS

I.—HATTERAS.

By Joseph W. Holden.

[**The Author.**—Joseph William Holden, the sou of Governor W. W. Holden, was born in Raleigh, N. C., September 30, 1844. He attended school in Raleigh until he reached his seventeenth year, when he enlisted in the Confederate Army and was sent to Roanoke Island. He was taken prisoner and remained in captivity about a year, when he was released on parole and returned home. His father at this time was editor of the Raleigh Standard, and Joseph became his associate.

After his father was elected Governor, and after his father's impeachment, the son moved West and became reporter on the Leavenworth, Kansas, Times. After several months in the West he returned to Raleigh where he died soon afterward. He was twice member of the General Assembly and once Speaker of the House. He was at one time mayor of Raleigh.

His fame rests on his poems, and especially his "Hatteras," which has been copied widely. Other poems of merit written by him are "Love's Melancholy," "Hymn," and "A Home Above."

The Poem.—The wind king of the north challenges the torrid god at Hatteras. Here is the meeting place of the cold winds of the North and the warm winds of the South. Ten vessels stood idly by when the contest began, which was fearful and typical of the severe storms on the coast. Nine of the vessels were sunk in this "Golgotha of the Sea" where vessels have been wrecked since Sir Walter Raleigh's time, and where "scattered bones have lain and bleached for ages."]

The Wind King from the North came down,
Nor stopped by river, mount or town,
But like a boisterous god at play,
Resistless bounded on his way.
He shook the lake and tore the wood,
And flapped his wings in merry mood,
Nor furled them till he spied afar
The white caps' flash on Hatteras bar,
Where fierce Atlautic landward bowls
O'er treacherous sands and hidden shoals.

He paused, then wreathed his horn of cloud
And blew defiance, long and loud;
"Come up! Come up! thou torrid god,
That rul'st the Southern sea,
Ho! lightning eyed and thunder shod,
Come wrestle here with me!
As tossest thou the tangled cane
I'll hurl thee o'er the boiling main!"

The angry heavens hung dark and still
Like Arctic night on Hecla's Hill;
The mermaids sporting on the waves,
Affrighted, fled to coral caves;
The billow checked its curling crest,
And, trembling, sank to sudden rest,
All ocean stilled its heaving breast,
Reflected darkness, weird and dread,
An inky plain the waters spread—

Amid the elemental lull,
When nature died and death lay dull,
As though itself were sleeping there—
Becalmed upon that dismal flood
Ten fated vessels idly stood,
And not a timber creaked!
Dim silence held each hollow hull,
Save when some sailor in that night,
Oppressed with darkness and despair;
Some seaman, groping for the light,
Rose up and shrieked.
They cried like children, lost and lorn:
"Oh, Lord, deliver while you may!
Sweet Jesus, drive this gloom away!
Forever fled, oh, lovely day!
I would that I were never born!"
For stoutest souls were terror-thrilled,
And warmest hearts with horror chilled.

"Come up, come up! thou torrid god,
Thou lightning-eyed and thunder-shot,
Come wrestle here with me!"
'Twas heard and answered: "Lo, I come
From azure Caribee
To drive thee cowering to thy home
And melt its walls of frozen foam!"

From every isle and mountain dell,
From plains of pathless chapparel,
From tide-built bars, where sea birds dwell
He drew his lurid legions forth—
And sprang to meet the white-plumed North.

Can mortal tongue in song convey
The fury of that fearful fray?
How ships were splintered at a blow—
Sails shivered into sheets of snow—
And seaman hurled to death below!
Two gods commingling, bolt and blast,
The huge waves on each other cast,
And bellowed o'er the raging waste;
Then sped, like harnessed steeds afar,
Amid the midnight din of war!

False Hatteras! when the cyclone came
Your waves leapt up with hoarse acclaim
And ran and wrecked yon argosy!
Fore'er nine sank! That lone bulk stands
Embedded in thy yellow stands—
An hundred hearts in death then stilled,
And yet its ribs, with corpses filled,
Are now caressed by thee!

Smile on, smile on, thou watery hell,
And toss those skulls upon thy shore;
The sailor's widow knows thee well;
His children beg from door to door
And shiver while they strive to tell
How thou hast robbed the wretched poor!
Yon lipless skull shall speak for me,
This is Golgotha of the Sea!
And its keen hunger is the same
In winter's frost or summer's flame!
When life was young, adventure sweet,
I came with Walter Raleigh's fleet,
But here my scattered bones have lain
And bleached for ages by the main!
Though lonely once, strange folks have come,
Till peopled is my barren home,
Enough are here. Oh, heed the cry,
Ye white-winged strangers sailing by!
The bark that lingers on this wave,
Will find its smiling but a grave!

Then, tardy, mariner, turn and flee,
A myriad wrecks are on the lea!
With swelling sail and sloping mast,
Accept kind Heaven's propitious blast!

(Continued on page 21.)

The Story Page

UNCLE REMUS' LETTER TO HIS DAUGHTER.

When Joel Chandler Harris' youngest daughter was atteiding boarding school iu South Georgia he used to write her frequently about everything around the home. He told her stories about the pigs, chickens, calves, ducks, anything and everything that would be interesting to her. Most teachers and students know that Joel Chandler Harris wrote the Uncle Remus stories—stories about Bre'r Habbit, Bre'r Fox, and all the animals; and he is known better as Uncle Remus than as Joel Chandler Harris.

This letter to his daughter, which was published iu the August number of the Uncle Remus's Houe Magazine, is reproduced here in part. It is an excellent story to reproduce in the class-room:

"16th September.

"My Dearest Tommy:—As I was passing through the backyard yesterday afternoon, I heard considerable noise at the Quinea pig pen. I thought at first the youug ones were squealing for something to eat, but when I crept nearer I found that the little white oue was talking.

"At first I couldn't understand what he was saying, but after listening awhile I managed to catch some of the words, and presently I had no diculty in understanding what was said. The young ones caught sight of me, and one of the brown ones started to run.

" 'What do you want to run for?' said old whitey.

" 'Why, pa, there's that old man watching us. What is he going to do?'

" 'Just what he does every day. I am not afraid of him.'

" 'Well, I am, pa—he looks so big and rough.'

" 'That's because he's a man, my daughter. I'm not so smooth myself.'

" 'Oh, look at him, pa! What is he doing now?' cried another of the brown ones.

" 'Taking a chew of tobacco, my son. I'd like to have some myself.'

"Then the little white one began to talk again, as if in answer to a question I didn't hear.

" 'That great big girl that used to come here and kick up such a racket? Well, I heard somebody say she'd gone off to school. Goodness kuows! I hope she'll learn how not to tickle my nose with a straw.'

" 'She never tickled my nose,' said one of the little brown ones; 'but I remember she flung an apple at our house and it nearly scared me to death.'

" 'Why, she didu't throw the apple,' explained the old white one; 'it dropped from the tree.'

" 'Pa, what does "dropped from the tree" mean?' asked the brown one.

" 'Oh, don't ask such foolish questions; go to bed!' exclaimed the old white one.

" 'But that girl could throw,' he went on, turning to his wife.

" 'I believe you!' said the old lady; 'I saw her fling something they call a ball, and it hit that Rufus on the shin.'

" 'You shouldn't say shin, my dear; that is naughty. You should say chin,' remarked the old man, solemnly.

" 'Much you know of shins and chins,' snapped the old lady.

" 'But, ma,' said the little white one, 'why did they call her Tommy?'

" 'Well,' replied old Mrs. Guinea Pig, 'that was because she could throw rocks and play ball better than the boys could.'

" 'I liked her well enough until she said oue day that my eyes are red because I drink too much beer,' remarked the old white one.

" 'Well, I don't know but it's true,' said the old lady; 'you certainly do act mighty funny sometimes. I hate for our children to see you go on so. For my part, I'll be glad when the Tommy girl comes back. She won't be gone long. I remember that when J. C. forgot to give us something to eat, she used to come out and give us some herself.'

" 'That's so,' said the old white one; 'but I think she thought more of that brat on the other lot than she did of us.'

" 'Why, that brat is her nephew,' said the old lady.

" 'Ma, what is a nephew?' asked little whitey.

" 'Oh, some kind of blood cousin,' said the mother.

" 'Watch out!' cried one of the little ones; 'there comes that abominable dog. They call him Muldoon. He'll stick his nose against this pen once too often.'

" 'Oh, he's got a new collar,' cried little whitey.

" 'Yes, indeed,' exclaimed the mother. They think a great deal more of him than they do of us.'

" 'Well,' said, old whitey, 'his day will soon be over. There are some young chickens in the pen next door—three brown ones and a white one."

" 'Oh, ma! look at the big, fat man laugh,' cried one of the brown ones. 'Make him go away.'

" 'Don't bother,' said the old lady. 'How can I do anything penned up in this place?'

"About that time, an apple fell on the box and the whole crowd disappeared like a flash."

HOW THE LITTLE LEAVES HELPED.

By Elizabeth Cecelia Cox, Newton Grove, N. C.

One time a little tree was shaking in the autumn wind and all the brown leaves were trembling lest they should fall to the ground and be trodden upon.

One little leaf browner than the others called to the parent tree that they were all afraid.

"My children," said the wise mother tree, "do not fear; you do not know it, but your work is about to begin. All the spring and summer you have grown aud the birds have built among your leaves, and your shade has sheltered and refreshed many tired animals. Yet, as I said, your useful life is now about to begin. When presently you turn loose and the wind carries you to the ground, some of you will be raked np and put in the stable, to make the horses and cattle comfortable, some of you will keep the little seedlets warm, and next spriug when children look wild flowers they will know that had it not been for you Jack Frost would surely have found them; and not yet is your work ended, for you may all be raked into heaps to burn and the smoke that goes up will help to make clouds which, by and by, will refresh all growing things."

So the leaves were all cheerful again and smiled through their tears, for, after all, would they not be, in their own small way, useful and do what God had intended they should, to make the earth a happy and beautiful home for us all?

Current Events

TWO NEW STATES ADDED TO THE UNION.

Just before Congress adjourned in August two new States were added to the Union—Arizona and New Mexico. This act will add two new stars to the American flag. The total number of States in the Union is now forty-eight. When Arizona and New Mexico were admitted that act raised the last of the Territories on the continent except Alaska to the rank of a State. Each one now has equal rank with every other State. The Territories are now our insular possessions and Alaska.

SUCCESS OF JERRY MOORE.

Jerry Moore, the fifteen-year-old champion corn-grower of the South, arrived in New York August 3, aboard the Clyde Line's Iroquois, with the delegation of South Carolina and Alabama advertising men, who are on their way to Boston to attend the International Advertising Men's Convention.

Jerry's home is in Florence, S. C., and three years ago, when a movement was started to stimulate interest in agriculture and scientific farming, he planted and cultivated an acre of his father's favorite corn. Other boys did the same thing, and some months ago the County Superintendent of Education offered prizes to the boy who raised the most corn on his plot of land. No one had a chance with Jerry. He won everything in sight. His acre produced 228 bushels of corn, and he won the prize. Some time later a prize of $20.00 was offered by the Atlantic States' Exposition at Columbia, S. C., and this also went to Jerry. Since then he has won three additional prizes, always beating his nearest competitor by many bushels. He won his county prize of $20, won a cultivator worth $40, and then a ton of fertilizer worth $45. One year the government paid Jerry $4 a bushel for forty bushels of corn that it distributed for seed. He retailed the rest of his crop that year for $1 a bushel, and when he had disposed of all the crop he had a total of $443 for the produce of one acre.

HONORING THE MEMORY OF TWO GREAT MEN.

John Howard Payne.

A memorial to John Howard Payne, the author of "Home, Sweet Home," was erected at Schenectady, N. Y., upon the campus of Union College, where he spent his student days a little over one hundred years ago. The memorial is a gateway erected at the entrance to "Library Lane," and was dedicated June 13th to the memory of him who charmed the whole world with his "Home Sweet Home."

Already such interest has been shown in this undertaking both by Union College alumni and by others who feel that they owe something to the memory of John Howard Payne and to the sweet influence of his song, that it is quite possible that a greater sum may be realized than the cost of the gateway, in which event this surplus will go toward the establishment of a chair of English poetry at Union College.

John Howard Payne was born in New York City in 1791, but most of his boyhood was spent at East Hampton, L. I., and, later, at Boston. Because of his great desire to go on the stage, his father secured for the boy a clerkship with a New York business firm, thinking thus to turn him from his theatrical inclinations. While in New York young Payne secretedly started a paper called The Thespian Mirror, which attracted the attention of William Coleman, editor and founder of the New York Evening Post, and of Charles Brockden, the novelist. Through the kindness of one of Mr. Coleman's wealthy friends, John E. Seaman, Payne was sent to Union Colllege at age of thirteen to receive the discipline of a classical education under Dr. Nott. After a brilliant, but rather erratic, course at college, he was obliged to return home on account of the death of his mother.

With his father's consent he now turned toward the stage as a profession. His success was instantaneous, and his career as actor, playwright, poet, and author, was brilliant, though fitful and unremnuerative. In 1842 he was appointed consul at Tunis. Here he died in 1852, attended by two sisters of charity and a Mohammedan man-servant. In 1883, through the influence of President Arthur, himself a Union alumnus, Payne's body was brought to his native country and re-interred at Washington, D. C.

Although there has been much error and misconception in the popular stories that Payne was a tramp and a pauper, it is true that during his wandering life he never had a real home after he left college. It is eminently fitting, therefore, that the college which was the last home of the author of "Home, Sweet Home" should honor his memory.

William Makepeace Thackeray.

The one hundredth anniversary of the birth of William Makepeace Thackeray is being celebrated throughout the English speaking world by all lovers of literature, Thackeray. Thackeray as an artist, Thackeray as a man, Thackeray as a writer, etc., are some of the subjects for discussion, and Thackeray evenings are noted regularly.

William Makepeace Thackeray was born in Calcutta, India, in 1811. His father was an Englishman, being in the civil service of the East India Company, and when he died young William inherited about $100,000. When he was seven years old he was sent to England and placed in the noted Charter House School, and later he went one year to Cambridge. He was remembered by his school friends for his skill in caricature sketching. It was his ambition to make painting a profession. So he went to Paris to study; but he never attained correctness in drawing, and when he offered to illustrate the work of Dickens, the offer was declined.

When Thackeray came of age in 1832 the small fortune that he had inherited was invested in a newspaper and some Indian book stock, all of which he lost. This great financial loss reduced him to poverty and he was forced to go to work. Consequently he became a newspaper correspondent, and contributed humorous articles to certain magazines that caused a great deal of mirth and fun throughout England.

While he was making all England laugh he was in the greatest mental distress. His wife, whom he married in 1837, became insane. He nursed her, hoping that she would recover, at the same time earning his living with his pen.

The last days of his life were more cheerful. He was free from financial worries, his daughters were his constant companions, and his fame as a writer was secure.

Vanity Fair, published in 1847-1848, is Thackeray's masterpiece. He called it "A novel without a hero." No perfect character appears in the book, but it is enlivened with real folks—real human nature. The intrigues, the frivolities, and the caprices of ordinary business beings are mercilessly dealt with. Vanity Fair is rated by many critics as the best novel ever written.

His next novel to appear is **Henry Esmond**, which is a strong picture of high life in the eighteenth century. It is one of the great historical novels in our language. The time of Queen Anne is reconstructed with remarkable skill.

In **The Newcomes**, Thackeray's third great novel in order, the author exhibits again his power of delineating character. The character of Colonel Newcome is one of the few really great characters in fiction.

The History of Pendennis and **The Virginians** are both popular novels and take rank inferior only to the author's three greatest works. The Virginians is a sequel to Esmond.

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Well, the first thiug to do is to put the school-house and grounds in order.

Of course, you ought to meet many, if not all, of the patrons before school opens.

A five thousand dollar school-house is an expensive luxury if the school runs only four or five months.

The Board of Education of Transylvania County will pay the teachers for the Friday that they attend the teachers' meeting.

It is time to make preparation for attending the Teachers' Assembly which will be held in Raleigh, November 29th and 30th aud December 1st aud 2nd.

"Books! School begins! Now Mary may tell me what the lesson is about to-day." If you haven't seen the lesson it is quite proper for Mary to tell you what it is about.

Solicitor Hammer, of Asheboro, is offering a prize to each school in Randolph County for the best composition produced by students in each school on the subject of "Good Roads." This is worthy of adoption. Let the children write on "Good Roads."

Why would it uot be a good thing for the County Board to put in every school a set of the books to be taught in that school and theu require the teachers to return them in good order to the County Superintendent at the end of the term? Think it over.

The announcement by Mr. Bivins about the Teachers' Reading Course for this year will be interesting to all wide-awake teachers. Read it and get right into the circle. See that your subscription to **North Carolina Education** is renewed promptly so that you will not miss a single number.

Did you ever see a primary teacher who had studied a certain method of starting first-grade children, and who looked with contempt on all other teachers that even thought any other method might have some merit in it? Talk about the infallibility of the Pope, why he is positively humble and submissive in comparison with such a teacher.

Every city school should have a real flower garden, one that exists and prospers 365 days in the year. It should be a thing of beauty and a joy to the whole community. The janitor or the superintendent or some teacher could have charge of it during vacation. This is the German idea, and this is the only way to have a real school garden.

The Wake County grand jury, in its final report in July, recommended that an educational buildiug be erected adjacent to the present court-house to provide ample quarters for the County Superintendent. This is a fine testimonial of the educatioual progress of Wake County. Contrast this with some counties that employ a lawyer or an insurance agent to supervise the education at a salary of from $300 to $450 a year. Of course, it is against the spirit of the law for such a man to be elected; and in some instances the letter of the law is almost violated in order to give a job to some politician.

THE TEACHERS' ASSEMBLY.

Secretary Connor, of the North Carolina Teachers' Assembly, has received a letter from Superintendent D. F. Giles, of McDowell County, in which he says:

> "I am uow in correspondence with the railroad people about a special Pullman car from Marion to Raleigh, which will carry the McDowell County teachers to the Teachers' Assembly in November. I hope to be able to make this arrangement and to have a large delegation attend the Assembly from McDowell County. I am sure that you can depend upon us to be represented by as large a delegation as any county as far away from Raleigh as is ours."

We commend Mr. Giles's action to every County Superintendent, and suggest that the same arrangement which he is making for McDowell teachers they may make for the teachers of their counties. If there is any county which will not send enough of its own teachers to fill such a car, it can very well co-operate with adjoining counties, thus making the trip to Raleigh very much more convenient and pleasant for the teachers.

Secretary Connor writes that the program is progressing nicely, and promises to be one of the most instructive programs ever prepared for a meeting of the Assembly. Among those who have promised to be present and address the teachers is Hon. Champ Clark, Speaker of the National House of Representatives.

THE TEXT-BOOK ADOPTION.

It is apparent to every live school teacher in North Carolina that the State has fared well in the recent text-book adoption. We hear on every hand the comment that the list of new books to be used for the next five years is by far the best that has been adopted in the life-time of those engaged in public school work. We are speaking in superlative terms. But the very favorable expressions that have come up from the school men

of the State is an evidence that the adoption, as a whole, is satisfactory.

A complete change was made in arithmetics and geographies; and the books adopted are those that would have been selected by the teachers of the State. The reading books, grammars and spellers have been strengthened considerably. The physiologies are what the teachers and the State Board of Health desired. The pupils now pass from the vertical system of writing to the medial system and from the Webb & Ware drawing to the Prang drawiug; but no harm has been done. No change was made as to North Carolina history, civil government, agriculture, and dictionaries.

A GIRL'S EDUCATION SEVENTY-FIVE YEARS AGO.

Among some papers of Dr. Elisha Mitchell now in the possession of the Secretary of the State Historical Commission, was found a letter written by Mrs. Mitchell to her mother in Connecticut, relative to the education of her eldest daughter, a girl of eight years. The letter was dated September 19, 1830. It is interesting to see what was expected of a young girl of eight years when our grandmothers were children.

The following is an extract from that letter:

"Mary has been through the eight first books of Cæsar twice, and has had all the geographical, historical, military and biographical information necessary for a full understanding of her lesson, patiently explained to her. And for accuracy of knowledge of Latin, I am sure she is not surpassed by any child of eight years old in Connecticutt. She knows a good deal of geography, both ancient and modern—something or arithmetic—a little botany—is getting, by the aid of Mrs. Phillips and myself, a very thorough acquaintance with the history and geagraphy of the Bible—has got to the 19th Psalm in the Bible in learning them by heart—is reading some Roman history, as well as some story-books, to me—writes, sews, makes her own bed, sometimes sweeps—is up every morning at sunrise and gets sixty lines of Latin before breakfast, and sixty more by dinner-time. And with all this, her health is excellent and she romps about the house and yard three or four hours every day. I have bought twenty pairs of shoes for these three scampers since last fall."

And yet she was able to "scamper"! Eight years of age, so much learning and a third interest in twenty pairs of shoes! What do you think of that!

THE UNITED STATES COMMISSIONER OF EDUCATION.

The announcement at this late day of the appointment of Prof. P. P. Claxton, of Knoxville, a United States Commissioner of Education, will not be news to many teachers in North Carolina. However, it deserves more than passing notice. This appointment is very significant in one respect; it is a recognition of this fact that some of the best educational thought of the country is coming out of the South, and this is an evidence of the very fine educational spirit and progress in the South. One year ago North Carolina furnished the President of the National Educative Association. Barely a year had passed when the highest political office open to the teaching profession was tendered another Southerner and an adopted son of North Carolina.

As principal of the Goldsboro schools where Professor Claxton first made his home in North Carolina, as Superintendent of the Kinston Graded School and of the Asheville City Schools, and as Professor of Pedagogy in the State Normal and Industrial School of Greensboro for so many years, Professor Claxton made a distinct contribution to the educational history of the State. There are hundreds of teachers and students and friends who rejoice at his success.

JOHN BETHUNE CARLYLE.

Heavy toll was taken of North Carolina's list of useful living men when Prof. J. B. Carlyle, of Wake Forest College was called at the age of 53 to depart from this life. For several months disease had preyed upon his vitality, and when the end came at the college hospital on the morning of July 10, the summons was not unexpected to him or to his sorrowing neighbors. Though cut short in the full-tide of his activity, his life and his work were of abounding fruitfulness. The following brief outline will give some hint of his life's fullness:

Born in Robeson County in 1858, he was prepared for college in the Academy at Fairmont, N. C.

Entered Wake Forest College in the fall of 1883; his society's anniversary debater 1886, and orator 1887; graduated 1887, receiving the Master of Arts degree.

Teacher at Lumber Bridge, 1887-1888.

Superintendent of Public Instruction for Robeson County, 1888, but resigned before entering upon the duties of that office to accept a position in Wake Forest College.

Assistant Professor of Languages, Wake Forest College, 1888-1891.

Professor of Latin Language and Literature, Wake Forest College, 1891-1911.

Corresponding Secretary of the Board of Education of the Baptist State Convention, 1890-1891.

Treasurer Student's Aid Fund, 1898-1908.

Financial Agent Wake Forest College, securing funds for the erection of the Alumni Building, $16,000, 1903-1905; for the College Hospital, $9,000, 1905-1906; for the General Endowment of the College, $117,798.56, 1907-1911.

President North Carolina Teachers' Assembly, 1904.

President North Carolina Baptist State Convention, 1907 and 1908.

Sunday-school teacher and deacon Wake Forest Baptist Church.

Very many of our readers knew and honored him as President of the North Carolina Teachers' Assembly in 1904. Eloquent in speech, companionable in friendship, diligent in business, tactful and industrious, he was a man and scholar of many gifts; and in the comparatively brief span of years allotted to him he rounded out a life that will prove a precious heritage to his two young sons, and an abiding consolation to the surving widow who helped him so greatly in making it what it was. Professor Carlyle will be missed by his co-workers throughout the State as well as by those closer to him in the service of the denomination and college he loved so well.

THE SUB-COMMISSION'S STUDY OF THE TEXT-BOOKS

Editorial Note.—When the North Carolina Text-Book Commission convened on the 9th of June it was confronted by what a passer-by designated as a "whole car-load of books." The task before this body of men was a tremendous one—how tremendous, it is difficult for an outsider to understand without first having some idea of the great number of books competing for adoption and then knowing the very thorough and conscientious critical examination to which these books were subjected. There were readers, spellers, arithmetics, geographies, histories, language books and grammars, physiologies, books on agriculture, books on writing, drawing, and so on through the public school course, from all the publishers who cared to bid. Some idea of the task to be performed may be gathered from the statement that there were in the subject of reading alone twenty-three different publishers bidding with a total of 102 separate books; and since there were to be fourteen copies (one for each member of the Commission) of each book, the grand total in this single study of reading ran up to more than 1,400 volumes! For nearly two months the Sub-Commission was engaged in studying and weighing the merits of the various books. The results of their study were embodied in a long typewritten report to the full Commission, in which there were recommendations of first, second, and third choice, and a discussion of the principles and reasons which had guided the Sub-Commission in the conclusions it had reached. This part of the report on a number of the subjects is both interesting and instructive, especially so in the subjects of Reading and Physilogy and Sanitation, from which the following extracts are taken. It is proper to state here that practically all of the emphasized passages, and most of the paragraph headings, are our own.

WHY THE HOWELL READERS WERE RECOMMENDED.

The Dual-Purpose of Reading Texts.

In examining the reading texts before us, we have kept in mind the dual-purpose in their use, teaching **to read**, and teaching **reading**—two distinct lines of teaching with one ultimate purpose, the ability to master the printed page.

North Carolina's Leadership in Phonic Teaching.

The first of these processes, teaching to read, has been worked out in North Carolina more scientifically and with greater practicality than elsewhere in our country. Twenty years of study and practical application of class-tested theory on the part of leading men of the State—Claxton, Moses, Alderman, Graham, Joyner, Noble, Coon, and others—have developed a scientific method of teaching beginners to read that trains in self-activity from the first, and removes the feeling of helplessness on the part of the child by cultivating that sense of ability to master the unknown with the minimum of help from the teacher.

The State Department of Public Instruction has recognized the value of this method, and for years has issued for the use of the public school teachers pamphlets giving instruction, directions, and drills in phonics.

A New Era in Teaching to Read.

The chief drawback in reaping the advantages from such teaching has been that:

(1) The word lists in the State pamphlets have not borne upon or connected with the reading used by beginners.

(2) The First Reader in use in the public schools has not been adapted for use in a phonic system.

The chief objection to the phonic method in the past has been that there was preponderance of drill with no human interest. The attempts of Moses, formerly of Raleigh, to solve the problem of teaching **to read** by teaching scientifically the mechanics of reading did not produce the desired result, because his productions lacked interest.

At this point, Logan D. Howell, **whose Primer and First Reader we recommend** as first choice, has made a departure in treatment, which marks a new era in the history of the struggle to work out a simple yet scientific method of teaching to read, and at the same time to do this through the medium of human interest stories.

Real Interest, Literature, and Southern Atmosphere.

Mr. Howell presents twelve letters and immediately combines them into words and then into stories of real childhood. Play is a natural interest, and, therefore, the first reading lesson, "Tag," comes with ease. No work is required to arouse an interest that comes to school full fledged.

A third vital element in a reader for beginners is its literary form. The author meets the requirement of good English, suited to the thought content, in the phraseology of childhood.

The character of the literature in these books is remarkable in that they are the first of their grade to present uniformly the Southern atmosphere; Southern games, rhymes, folk-lore, songs and incidents abound. The watermelon takes precedence of the New England pumpkin. In fact, the books are written from the point of view of the Southern little boy and girl.

One Cause of Illiteracy in North Carolina.

Only a few years ago, out of every one hundred adults in this State, nineteen were illiterate. By herculean efforts and patriotic service in behalf of free public education, the situation is better to-day; but with eleven grades open to the children of our State, approximately 50 per cent of all the public school children are in the first two grades. We believe that this condition is due, in part, to defects in our hitherto systems of reading.

Other Satisfactory Qualities of the Howell Readers.

The Howell Primer and First Reader are highly satisfactory as to the requirements of psychology, pedagogy, and physiology. Note the cream-white paper, with dull finish, type and spacing, length of line, drawings, and arrangement of illustration.

Editorial Note—The full Text-Book Commission agreed with the findings of the Sub-Commission, and the Howell Primer and First Reader were adopted for use in our public schools.

WHY THE BAKER CARPENTER READERS WERE MADE FIRST CHOICE.

The Sub-Commission believe that there should be more than one reader in the first grade. We have, therefore, selected a first reader of another series to follow the Howell First Reader.

After carefully examining the readers submitted for adoption, the Sub-Commission, by a vote of five out of six, selected the Baker-Carpenter Language Series (the first five books), published by the Macmillan Company, as first choice.

Beautifully and Properly Made.

The quality and color of the paper (cream-white), the type and spacing between lines, throughout the series,

and the length of line in the first book are excellent, the character of illustrations good. The color prints below the fourth year are well adapted to the mental perception of children, evidencing a careful attempt to adapt to the seeiug powers of the child.

The thoughtless critic of text-books is inclined too largely to judge by the pictures rather than by the literature; but pretty pictures from the adult standpoint are not effective illustrations to the child mind.

Correct Grading and Method.

Tbe grading of these books is good. A strong claim to merit is tbe language feature that would enable the child to continue tbe self-activity and tbe semi-independent spirit of the lesson. Tbe study of the lesson is so directed that in over-crowded schools, where there is little time to assign lessons, the child above the second year may know how to get into the real spirit of study.

For the analysis of methods, see preface to Book III., sections 1, 2, and 3. The books seem to measure up to these claims.

Literature That Uplifts.

Tbe entire series present the real literature of childhood, not adult stories "written down to children." Note preface to Book III., sections 1, 2, and 3. Author in index means author, not author from whom adaptation is made. The character of the literature is the best in grade as well as in adaptation to needs. No cheap appeal to favor by sketches of politicians and war leaders; no cheap appeal to so-called utility. They present the great imaginative and descriptive literature of the race, calculated to iuculcate the highest ideals. "We needs must love the high when we see it." If a boy must plow with eyes downward or ahead, there is no reason why his mind should not be lifted to the skies, no reason why if companionship with boors is enforced by circumstances of life he should not find spiritual freedom in the company of kings and princes of literature. It is in this way that many a man has turned from "feeding with the swine."

* * *

As our second choice, we recommend the Haliburton Primer, published by D. C. Heath & Company, and Alexander's Child Classics, 1—V, published by The Bobbs-Merrill Company.

The matter of the Haliburton Primer is interesting to children. The thought units of the book are short and its vocabulary small and well graded, and new words are frequently repeated. Tbe illustrations and the mechanical make-up are excellent.

REPORT ON PHYSIOLOGY AND HYGIENE.

Recent years have witnessed a great change in the attitude toward learning. No longer knowledge for the mere sake of knowledge, art for art's sake. Learning, that it may claim the right to survive and to be transmitted at great expense from generation to generation, **must play some practical role in the life of the people that preserves and transmits it.** "Only that knowledge is effective which is related to doing."

Another basic change in text-books is as to point of view. It does not suffice that a treatment shall be comprehensive, well proportioned and logical; **it must be readable.** It might be all that could be desired as to the former requirements; but if it lacked interest, learners in general and even students, in the main, would not study the text.

In no subjects are these observations more true than in the subject of Physiology and Hygiene. A comparison of the topics treated and of the illustrations in some of the older books with those of recent texts is sufficient proof.

Our interest in the subject of Physiology and Hygiene is not general but specific. The three great debts owed by parent to offspring, State to citizens, are physical efficiency, industrial efficiency and social efficiency; **but the first of these, in point of time, and probably in importance is the debt of physical efficiency.** The obligation of making provision for the preservation and the development of the physical body is fundamental. Granting grounds for honest difference of opinion as to some portions of knowledge, **we believe that all will agree that the study of Physiology and Hygiene ought to give immediate and appreciable results.**

Since no man liveth to himself and is not altogether responsible for his own health, **we believe that public sanitation should be much emphasized.** Nowhere is the importance of this phase of the subject more clearly seen than in the matter of contagious diseases.

With these general principles in mind, we have examined the texts submitted for adoption, and have accordingly rated them as follows:

FIRST CHOICE.

Primer of Hygiene, by Ritchie-Caldwell, and Primer of Sanitation, by Ritchie, both published by World Book Company.

SECOND CHOICE.

Good Health; and The Body and Its Defenses, by Frances Gulick Jewett, published by Ginn & Co.

THIRD CHOICE.

The First, Second and Third Books of Physiology, by J. A. Culler, published by J. B. Lippincott Company.

Fundamental to this classification of these texts is the nature and the treatment of the topics contained in them. Note their several tables of contents. Further, we cite the following illustrations from the various books:

Primer of Hygiene—

Fig. 30—"Dust should be wiped from furniture and should not be stirred up into the air."

Fig. 36—"Children with adenoids."

Fig. 40—"Checking bleeding from a wound."

Fig. 46—"Showing the necessary sanitary fixtures of a modern bath-room."

Figs. 68 and 69—"A proper and an improper position for sleeping."

Fig. 97—"By these paths typhoid germs reach the mouth."

Primer of Sanitation—

Fig. 7—"The germs that attack us come from the bodies of the sick."

Fig. 28—"Diphtheria germs have been found on pencils."

Fig. 38—"One way in which the germs of colds and other respiratory diseases may be passed from one person to another."

Fig. 45—"An outdoor sleeping place."

Figs. 62 and 63—"From which well would it be safe to drink water?"

Fig. 99—"Dairies should be models of cleanliness."

Good Health—

"Where microbes may be exchanged."

"A good position for sleeping."

"As the light should fall."

"A hair in its cell."

"The air tubes of the lungs."

The Body and Its Defenses—

Showing correct and incorrect standing and sitting.
"The bones of the feet."
"Hip-joint drawn open."
"A handkerchief and a stick to compress an artery."
"A cluster of tubes."

Lippincott's Physiologies—

Book One, 1.—"A healthy body."
3.—"The framework."
12.—"An old well."
33.—"A shell."

Book Two—A cell.
The liver.
The heart.
Red corpuscles.
Sweat-pores.

These topics and illustrations are significant of the character of the subject matter of these several texts.

We find that the Primer of Sanitation contains the only satisfactory treatment of the subject of public sanitation.

The Gulick Series, the Lippincott Physiologies, and many other texts submitted do not contain any treatment of such diseases as malaria, measles, mumps, pneumonia, hookworm, and other common and preventable diseases.

Said an old German philosopher: **"What you would have appear in the life of the people, that you must put into the schools."** Nothing has more abundantly illustrated this truth than the change of public opinion as to prohibition brought about by the introduction of the treatment of the nature and effects of alcoholic drinks in the public school text-book on Physiology and Hygiene. May we not hope for equally good results in sanitation and health from the introduction in the public schools of such books as are here recommended as first choice? SUB-TEXT-BOOK COMMISSION, 1911.

HOW CAN WE MAKE OUR TEACHING OF ARITHMETIC PRACTICAL.

(Continued from page 8.)

ground where we all could see them from the windows, and have told one boy to pace off sixteen rods in one direction and the other boy to pace off ten rods at right angles to the direction taken by the first boy, thus giving the whole class some concrete idea of what the unit acre stands for. Then I have had each member of the class point out some object which he or she thought five hundred feet away, after which some one would pace the distance. In this way it is possible to correct such vague ideas of distance as are indicated by such statements as these: "A baseball can be thrown a quarter of a mile." "I can walk a mile in five minutes." Statements that I have heard made in all honesty by intelligent girls in my classes.

For practice in getting data, I have had the members of the class measure a box and find its contents in bushels and gallons, measure the class-room and find the cost of carpeting and of plastering it, and to find its cubical contents. I have had the measurements of tanks and cisterns with both rectangular and circular bottoms brought in and the capacity of each worked out. One class drew the plans and made estimates of the cost of a small house, another class found the cost of all the material needed for building a country school-house. I have used in my classes measures of different kinds—dry and liquid, bottles and spoons of different sizes, and so accustomed the pupils to the concrete things that are only names in the text-book, unless picture, as in some elementary books.

McMurry in his "Course of Study in Eight Grades" gives some excellent suggestions as to how to make up practical examples in teaching arithmetic so that a child's study of arithmetic will be correlated with his every-day life and work, and hence of some practical use to him both during his school days and his after life. But as only too few teachers see such books as McMurry's, and have not had sufficient experience to make up or find practical examples, I think that directions should be incorporated in our arithmetics that will help teachers to train their pupils in getting their own data and in solving such problems as they are sure to meet with everywhere outside the walls of the school-room.

And lastly, I wish to urge teachers that have never tried the experiment to either cut out the answers at the back of the book, or get books without answers, and see if your pupils will not soon develop an independence and a confidence and a power that they have never shown before in solving outside problems. I know that at first, if they have always had the answers to work for, they will protest vigorously, but they will soon become reconciled and will do much better work when thrown upon their own resources, and will thus be prepared to work independently when they no longer have their teacher to lean upon.

I should characterize this way of teaching arithmetic, that is of having the pupil get his own data as far as possible, and consequently work problems without knowing the answers in advance, as the laboratory method of teaching the practical part of arithmetic, or that part that can be correlated with the every-day experiences of the child. And I see no reason why we should not find this method when applied to arithmetic as satisfactory as when employed in the teaching of the natural sciences.

TEACHING HOME-MAKING IN THE SCHOOLS.

(Continued from page 5.)

the schools? Preaching the perfect temple of the soul (as a part of our religion) is one of the greatest duties of the school and the church.

Prizes Offered for the Best Bread.

The Farmers' Institutes offers a prize of $1 for the best loaf of bread at every Institute for the farmer's wife. Instruction is given in bread-making and much good is being done, but the field is a tremendous one, and every instrumentality should be used to encourage the work. The public school is a broad avenue as soon as the teachers have been trained in home economics.

Working for the Future.

Our State Normal College has all the necessary equipment for giving instruction to these teachers, and I understand is to be opened in 1912 for short courses in the summer months. A long pull, a strong pull, and a pull altogether will revolutionize the cooking in our State and good wholesome food will solve more vexed problems than any other one thing thing, because what we eat makes us sick or keps us well. Man, woman or child that is sick cannot be the best of self. Therefore, the woman ordained by God as the home-maker must not only know how to cook, but know what kind of food will supply the needs of her household.

NORTH CAROLINA AS A MANUFACTURING STATE.

(Continued from page 12.)

or Salisbury; the blankets that cover him, from Spray, Patterson, Leaksville, or Winston-Salem; and the quilts from Asheville. As he grows older, the leather for his shoes may come from Asheville, Old Fort, Sylva, or North Wilkesboro; his shoes from Rutherford College, Winston-

News and Comment About Books

NOTES AND COMMENT.

A review in the June number of Dawsons' Great English Novelists should have contained the information that Harper & Brothers, New York, are the publishers of these two interesting volumes.

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Colgrove's "The Teacher and the School," which has been placed in the Teachers' Reading Course for North Carolina, is making a remarkable record of progressive popularity. Since the first of January, 1911, it has been adopted hy the Teachers' Reading Circles of ten States, these being as follows: North and South Carolina, Virginia, Louisiana, New Mexico, Ohio, Minnesota, Iowa, Nebraska, and North Dakota.

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Among the representatives of publishing houses who were in Raleigh to submit their books to the Text-Book Commission was Miss Lizzie E. Wooster, of the firm of Wooster & Company, Chicago. As a teacher of experience, an author of a dozen or more books, a lawyer of high attainments, she was a notable and interesting visitor. Her reading series of six books and arithmetic course in two books were adopted in July for three years' use in the schools of Washington, D. C.

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The B. D. Berry Company, whose medial writing books have just been adopted in North Carolina and Florida, send out leaflets entitled, "Little Talks on Teaching." They teach the theory that in writing the learner should reproduce instead of copy, that the child must see in his mind's eye the letter to he made and then make it. A man who doesn't know what to say hems and haws and blunders; the child who hasn't the image of the letter well fixed in his mind struggles, clinches his fingers, wriggles, twists his mouth, strains his eyes, when he is trying to write it. The new method calls for live reproduction, not dumb copying—and "red corpuscles so to teach."

BOOK NOTICES.

Dickens—A Tale of Two Cities. Edited by Edward Chauncey Baldwin, Ph.D., Assistant Professor of English Literature, University of Illinois. The Lake English Classics. Cloth, 516 pages. Price 40 cents. Scott, Foresman & Company, Chicago.

This one of the two historical romances written by Dickens is well adapted in this edition for class-room study. Indeed, it is a most helpful one for any reader who wishes to read the book understandingly. The Introduction contains sufficient aid in the way of a brief biographical sketch a discussion of Dickens' style, and a specific discussion of style, plot and characters of this story; and in addition there is a good bibliography and occasional foot-notes.

Moliere Les Femmes Savantes. Edited by Charles G. Eggert, Ph.D., formerly Professor of French, Illinois Wesleyan University. Cloth, 16mo, 187 pages, with notes and vocabulary. Price, 40 cents. American Book Company, New York, Cincinnati and Chicago.

In this edition of Moliere's entertaining comedy, the notes give special attention to peculiarities in language and style, and to the explanation of allusions in the text. The vocabulary has been prepared with great care, and is particularly helpful in the interpretation of idioms. The introduction gives a brief account of Moliere and of the Precieuses. The help rendered throughout is such as will enable even young students to read this masterpiece with intelligence and appreciation.

Washington's Farewell Address and Webster's First Bunker Hill Oration. Edited by Frank W. Pine, M.

Salem, or High Point; his suspenders from High Point, the ticking for his bed from many different cotton mills, the wick for his lamp from Lawndale. When he goes to school he may sit and study at school desks made in Hickory or Winterville. His clothes, if ready-made, are probably made in Charlotte, Mooresville, Rocky Mount, Durham, or Wilmington; his socks can be bought in eighty or more knitting mills located in different cities of the State. His buggies, carts, and wagons are made at thirty different factories. They are scattered throughout the State from Elizabeth City almost to Asheville. If he wishes an automobile to ride in, it can be made at Henderson. Machinery for the mills is made in Greensboro or Charlotte. Baskets for gathering the products of the farm are made in Greenville, Elizabeth City, and High Point; boxes for packing his goods are made in Wilmington, Raleigh, New Bern, Selma, Farmville, Reidsville, Goldsboro, and Durham. Mirrors for his house are made in High Point and Lexington. Organs for his church are made at High Point. Pumps for supplying water are made at Bryson City and Hickory. Window shades and stoves are made in Greensboro. When he is sick he takes medicine made from the medicinal plants gathered in the western part of the State. Finally, when he comes to die, he may be hurried in a coffin made in Advance, Rose Hill, Burlington, Charlotte, High Point, Reidsville, or North Wilkesboro.

These are the industries that are building the commercial centers of North Carolina; in fact, every section of the State is turning to manufacturing. What are the industries in your county? What is your neighborhood or your county contributing to building up of the State?

HATTERAS.

(Continued from page 13.)

Oh, ship, sail ou! Oh, ship, sail fast,
Till thou, Golgotha's quick-sands past,
Hath gained the open sea at last.

Suggestions to Teachers.

(1) Make a study of Hatteras, its location on the coast, its dangers, and its effect on commerce.

(2) Explain briefly the wind currents from the North and from the South.

(3) Read the poem to the children.

Questions for Study After Reading the Poem.

(1) Where is Hatteras? Where did the North wind come from? What was it like?

(2) What defiance did he blow and what threats did he make? Whom was he challenging?

(3) What was the effect of this challenge on the sea or the heavens?

(4) Describe the vessels off Hatteras when the challenge was given.

(5) What answer was given by the torrid god? Where did he come from? What was the effect of the answer?

(6) What was the effect of that contest? How do the last two stanzas describe the dangers and wrecks off Hatteras?

A., English Master, The Hill School, Pottstown, Pa. Cloth, 16mo, 117 pages, with portait. Price, 30 cents. American Book Company, New York, Cincinnati, and Chicago.

This is the latest addition to the Gateway Series of English Texts, prepared under the general editorship of Henry van Dyke to meet the College Entrance Requirements in English reading. The two selections included are supplied with annotations explaining clearly all historical and literary allusions, as well as outlines of the main topics. The introductions give the lives of Washington and of Webster, and make clear the circumstances connected with their addresses. Bibliographies are included for use in further reading.

Palgrave's Golden Treasury of Songs and Lyrics, with notes by Francis T. Palgrave, late Professor of Poetry in the University of Oxford, and Introduction to the Study of Poetry by Alphonso Gerald Newcomer, Professor of English in Leland Stanford Junior University. The Lake English Classics. Cloth, xiv+437 pages. Price 40 cents. Scott, Foresman & Company, Chicago.

A valuable collection of the best lyrical poems by English writers who lived and died before its first compilation fifty years ago. The very clear and practical introduction on "The Study of Poetry," by Professor Newcomer occupies fifty-three pages, Professor Palgrave's notes fill twenty pages, and there are indexes of authors and first lines. An excellent text for use in class work or private reading.

The Recitation. By George Herbert Betts, Ph.D. Professor of Psychology, Cornell College, Io va. Riverside Educational Monographs. Cloth, 121 pages. Price, 61 cents. Houghton Mifflin Company, Boston.

This is the latest addition to the Riverside Educational Monographs, containing about two dozen short, readable volumes by eminent authorities in theory, supervision, and methods. A brief introduction by the editor, Prof. Henry Suzzallo, of Columbia University is followed by five chapters upon the following topics: The Purposes of the Recitation, The Art of Questioning, Conditions Necessary to a Good Recitation, and The Assignment of the Lesson. These are followed by an outline of the several chapters for study. It is handy, compact, readable, quickly mastered by an eager student of the subject.

The Teacher and the School. By Chauncey P. Colgrove, A. M., Sc.D., Iowa State Teachers' College, Cedar Falls, Iowa. Cloth, 406 pages. Price, postpaid, $1.10. Charles Scribner's Sons, New York.

The adoption of this book for study in the North Carolina Teachers' Reading Course, is quickly followed by the announcement that it has been similarly adopted in nine other States since the first of January, 1911. Its popularity is no puzzle to one who examines the book itself. The twenty-four well-written chapters occupying 390 clear-print pages are preceded by a carefully analyzed table of contents in five parts aud followed by a minute alphabetical index of fourteen pages. The interesting matter of the chapters is attractively presented in paragraphs and sub-divisions with headings which facilitate mastery, and the chapters are followed by suggested readings for further study. Aiming to be practical rather than technical, it is a thoroughly well organized and instructive discussion of the teacher's work as organizer, instructor, trainer, ruler, and manager. It will justify the wisdom of its adoption and richly reward conscientious study.

Indian Folk Tales, by Mary F. Nixon-Roulet, author of Japanese Folk Stories and Fairy Tales, etc. Cloth, 12mo, 192 pages, with illustrations. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

This supplementary reader for the upper grammar grades is the most recent addition to the well-known series of Eclectic Readings. No other collection of Indian tales for school use covers so great an extent of territory. Almost all the tribes of North America, from Nova Scotia to Alaska, are represented by their legends. Most of the stories are wholly original. The language follows to some degree the Indians' mode of expression, and the stories illustrate their primitive ideas of the Great Spirit, the Creation, the Deluge, the introduction of fire, the beginnings of agriculture, etc. Interspersed with these mythical tales are other stories of savage life, which will be equally interesting to children. The illustrations of the book are striking in their simplicity and show to some extent the Indians' idea of pictorial representation.

Stories and Story-Telling. By Angela M. Keyes, Head of Department of English, Brooklyn Training School for Teachers. Cloth, 286 pages. Price, $... D. Appleton & Company, New York.

"With high esteem and full respect," says Froebel, "I greet a genuine story-teller; with intense gratitude I grasp him by the hand." The power to tell a story well is a power greatly to be coveted by all teachers. It has been employed in public speaking by some of the greatest leaders of men, and a "genuine story-teller," as Froebel puts it, may be welcomed with intense gratitude by those in whose care is placed the instruction of children. The teacher who can relate a story geuuinely well is sure of listeners; is sure to get attention; is sure to teach. Too few indeed are they who have gifts and fewer still are they who have cultivated the gifts they have. For such, "Stories and Story-Telling" has been written. Seventy pages are devoted to a heart-to-heart discussion of story-telling, including such topics a s"Principles of the Art," "The Kind of Stories to Tell," "Gettiug the Stories," "The Child's Part in Story-Telling," and the remaining 210 pages are filled with actual stories to tell, all of which, the author tells us, have been tested with children.

King's Handbook of Woodwork and Carpentry for Teachers and Normal Schools. By Charles A. King, Director of Manual Training, Eastern High School, Bay City, Mich. Cloth, 12mo, 142 pages. Price, $1. American Book Company, New York, Cincinnati, and Chicago.

The matter in this volume is arranged with special reference to its value to the teacher of manual training, woodwork, or carpentry, and to the normal student preparing to teach these subjects. The volume deals with conditions which exist in the manual training classroom, and explains some of the obstacles which the teacher of manual training must meet and conquer. The chapters of teaching hints may be adapted to the teaching of any form of handwork, since the classroom conditions differ but little more than in the various academic studies. A series of forty-five models of small articles of utility and of furniture of simply construction with explanatory text describing the processes and sequence of work on each model, is included in this book; these models will be very useful to the teacher in arranging his work, and to the student in making any of the models which he may select, or which the teacher may assign to him.

Great American and English Authors, with Selections From Their Writings. By Thomas Arkle Clark, of the University of Illinois. Illustrated. Dark blue cloth, 866 pages. Price, postpaid, $1.25. C. M. Parker, Publisher, Taylorville, Ill.

The first part containing 482 pages is devoted to a study of thirteen great American authors; the second part of 384 pages similarly presents the lives and some selected writings of twelve great English authors. There are 99 illustrations of authors and historic literary places. The table of contents make the biographies, selections and illustrations immediately accessible to tbe reader. The print is large and clear, and the volume, low in price for its size, is well adapted to school use Besides the intriusic merit of the book, there is added interest for our readers in the fact that the publisher,

Mr. C. M. Parker, who is also editor of The School News, is a native of Wilkes County, N. C. He was born near Wilkesboro in 1860 and left the home of his nativity at seven years of age. He has relatives among the Parkers and Calls who still live in that section. In a note not intended for publication, Mr. Parker says: "There is a warm place in my heart for my native State and its people."

Speaking and Writing — Book Three. By William H. Maxwell, City Superintendent of Schools, New York; Emma L. Johnston, Principal of the Brooklyn Training School for Teachers, City of New York; and Madelen D. Barnum, Teacher of English in the Brooklyn Training School for Teachers. Cloth, 16mo, 143 pages, with illustrations. Price, 25 cents. American Book Company, New York, Cincinnati and Chicago.

This book for the fifth grade aids pupils in acquiring proficiency in the art of speaking and writing persuasively. Every exercise involves some definite practical motive for expression, and all the extracts from history or from other sources are selected with a view to their utilitarian value. The central theme of Part I, "How to Persuade," is developed by lessons on the use of exclamations, the studies of sounds, the reading and memorizing of extracts from great speeches, letterwriting, and dramatization. The pupil is taught not only to see, hear and say his lesson, but to think it at the same time. His powers of imagination and expression are developed, and he learns in the fullest sense how to speak and how to write. Part II furnishes a complete set of exercises on the points of language study that should be mastered before the study of grammar is begun.

Writing and Speaking. By Charles Sears Baldwin, A.M., Ph. D., Professor of Rhetoric in Yale University. Cloth, xvii. + 445 pages. Price, $1.20. Longmans, Green, & Co., New York.

This is a text-book of rhetoric for high schools. "First write, then think of the rules." "Think, write, revise; that is the way to learn." Based upon such advice and method, Professor Baldwin's book is a most refreshing working-manual for high school classes in composition and rhetoric. It is a book wherein the teacher and author work with the learner instead of talk at him only. There is an abundance of object lesson and practice work, in the way of illustrative passages from authors gifted in writing and work based upon them as well as upon original topics. There are ten chapters of which some of the interest-binding titles are "Clearness and Interest," "Planning for Clearness," "Revising for Clearness," "Interest by Planning," and "Analysis of Reading for Argument and Exposition." The book does not slight the value of debate. "Debate puts a man on his mettle. . . . . It is composition at close quarters." Two good chapters are devoted to it. Nor are practical matters in composition neglected; note such topics as "Choosing Books for Oneself," "Collecting Facts," "Taking Notes." All in all, it is a new and refreshing guide to effective composition packed with things that "make alive" instead of "kill" in the study of composition and rhetoric.

A History of the United States for Schools. By Andrew C. McLaughlin, A.M., LL.B., Head of the Department of History in University of Chicago, and Claude Halstead Van Tyne, Ph. D., Head of Department of American History in University of Michigan. With Maps and Illustrations. Cloth, xii + 430 + lxviii pages. Price, $.... D. Appleton & Company, New York and Chicago.

This is a closely-knit compact story of our country. It is not over-profuse in illustrations—the authors being bold enough to omit the portraits of nearly all the Presidents and generals—and consequently its 430 pages of text and maps contain far more matter than is usual in United States histories. But the mention of such omission is not to be taken to mean that this history is not well provided with apt and instructive illustrations, for the illustrations are indeed numerous and notably well chosen and interesting. But the story itself is particularly interesting. The authors "make no apology for the omission of many of the 'yarns' of American history," and in thus writing a history without yarns instead of a mere story-book, they have found space and taken opportunity to write a real causal, vital history—history with meaning and coherence to it. And yet the facts and problems discussed are within the understanding of the school children and the style is clear and attractive. This new history of the United States just from the press is well worthy of the attentive consideration of history teachers.

Halleck's History of American Literature. By Reuben Post Halleck, M.A., Principal, Male High School, Louisville, Ky. Cloth, 12mo, 432 pages, illustrated. Price, $1.25. American Book Company, New York, Cincinnati, and Chicago.

A worthy companion volume to the author's successful English Literature. It describes the greatest achievements in American literature from colonial times to the present, placing emphasis not only upon men, but also upon literary movements, the causes of which are thoroughly investigated. Further, the relation of each period of American literature to the corresponding epoch of English literature has been carefully brought out—and each period is illuminated by a brief survey of its history.

After each chapter is a summary which helps to fix the period treated in mind by briefly reviewing the most significant achievements. This is followed by exteusive historical and literary references for further study, by a very helpful list of suggested readings, and by questions and suggestions, designed to stimulate the student's interest and enthusiasm, and to lead him to investigate for himself the remarkable literary record of American spirituality, individuality, initiative, and democratic aspiration and accomplishment. The book is profusely and attractively illustrated.

In Union county some of the school houses are left open during vacation "to the mercy of the passer-by, whether it be beast or man." Supt. Nesbit does right in calling attention of committeemen and people to the duty of taking care of their school houses. When unusual abuse of a building occurs the teacher or committeemen will be required to hear the expense of repairing the damage.

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State School News

Changes in County Superintendents.

There have been few changes in County Superintendents, yet the number is interesting. The old Superintendeuts will regret to lose the fellowship of those who have retired, yet they will welcome the new members. The following are the changes received:

Alamance County: J. B. Robertson, of Burlington, succeeds P. H. Fleming.

Anson County: J. C. Crawford, of Wadesboro, succeeds J. M. Wall.

Ashe County: C. M. Dickson, of Grassy Creek, succeeds W. H. Jones, of Warrensville, N. C.

Bladen County: W. I. Shaw, of Ivanhoe, succeeds Angus Cromartie, of Garland.

Burke County: T. L. Sigmon, Connelly Springs, succeeds R. L. Patton, of Morganton.

Clay County: T. C. Scroggs, of Hayesville, succeeds D. M. Stallings, of Hayesville.

Dare County: S. W. Price succeeds W. P. Fearing, of Manteo.

Jones County: John R. Parker, of Trenton, succeeds K. F. Foscue, of Maysville.

Nash County: S. F. Austin, of Nashville, succeeds Robert E. Ranson.

Orange County: S. P. Lockhart, of Hillsboro, succeeds T. W. Andrews.

Pasquotank County: W. M. Hinton succeeds C. R. Little, of Elizabeth City.

Surry County: W. M. Cunaskiff, of Sloam, succeeds J. H. Allen, of Mount Airy.

Warren County: H. F. Jones, of Warrenton, succeeds Nat. Allen, of Ridgeway.

Yadkin County: W. D. Martin, of East Bend, succeeds C. H. Johnson.

Changes of City School Superintendents and Principals.

John L. Harris, formerly Superintendeut of the public schools of Lenoir, has accepted the superintendency of the Rocky Mount public schools at a salary of $1,800 per year.

Mr. W. G. Gaston, who graduated at Trinity College last June, becomes Principal of the Aurelian Springs High School.

J. A. McLean goes to Franklinton as Superintendent of the public schools there. He has served in similar positions at Dunn and Haw River.

W. H. Cale has accepted the superintendency of the public schools at Hendersonville, where the building facilities are being improved. Mr. Cale was in South Carolina last year, but filled with success the principalship of the Ayden school before that.

Thornwell Haynes comes from South Carolina to the superintendency of the High Point schools.

Mr. C. M. Campbell, who has been teacher of History in Durham High School, becomes Superintendent of Jonesboro Graded School.

Miss Pearl Cross, who has beeu teaching at Wake Forest, has become Principal of the Murphy Graded School, in Raleigh.

S. B. Underwood is now Superintendent of the schools of Kinston. He served as Headmaster of the Trinity Park School for two years just prior to this. He was Superintendent of the Hertford schools before going to Durham.

E. C. Ruffin, last year Principal of the Whitakers public high school, succeeds John L. Harris as Superintendent of the schools of Lenoir.

I. T. Turlington goes to Mount Airy as Superintendent of the public schools. He served in a like position at Smithfield from the organization of the graded schools of that place.

Mr. C. O. Fisher, who graduated at Trinity College last June, becomes Principal of the Lakewood Park School, in Durham County.

E. C. Willis, Principal of the high school department of the schools of Kinston, has become Superintendent at North Wilkesboro.

Mr. H. R. Hunter, who graduated at Trinity College last June, becomes Superintendent of LaGrange Graded School.

A. Vermont succeeds Mr. Turlington as Superintendent of the schools of Smithfield. He was formerly connected with the University faculty, and taught in the Summer School at Chapel Hill last summer.

Martin L. Wright, who has been teacher of Mathematics in the Greensboro High School for the past two years, becomes Principal of the Holly Springs School.

Mr. Holland Holton, who taught last year in the Durham High School, becomes Principal of the West Durham School where a $30,000 school building is to be erected.

The State Department of Education has issued an 8-page booklet containing a list of the newly adopted school books, with prices, exchauge prices, and other information. It will prove useful to many wide-awake teachers. Write to Supt. Joyner for a copy.

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CALENDAR —Thirty-Ninth Year Will open Sept. 19, 1911; Second Term, Dec. 12, 1911; Third Term, March 5, 1912; Fourth Term, May 28, 1912.
Mid-Spring Term, April 2, 1912; Mid-Summer Term, June 25, 1912.

Keep the Dust Down

The constant shuffling of feet in the schoolroom, and the more violent exercises in the gymnasium, stir up dust and circulate it in dangerous quantities. It is of the greatest importance to the general health that the amount of this floating dust should be reduced.

STANDARD Floor Dressing

holds down all dust that settles and prevents its circulation in the air. Animal and vegetable germs cannot find subsistence in it. They are held down and swept away at the end of the day.

A booklet containing much valuable information on dust dangers and how to avoid them will be mailed to you free of charge immediately on receipt of your request.

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Father Graduates in Class With Two Sons.

A noteworthy incident of Wake Forest College commencement was the delivery of graduating diplomas to Rev. J. A. Campbell, of Buie's Creek, and his two sons. The two sons were prepared for college by their father and they both graduated (magna cum laude) after three years of work in college, one being sixteen years of age, the other nineteen. The father is an influential minister and a notably successful educator, who by unremitting application and labor has built up at Buie's Creek one of the finest and largest secondary schools in the South. While he taught and preached, he also kept up his studies, and at last his wish to receive a diploma with his sons was realized amid the gratulation of a happy host of devoted friends. Somebody remarked to a man at Buie's Creek: "You have a great school here." "Yes," exclaimed the citizen addressed, "we do have a good school, but oh, the teacher! the teacher!"

The Thompson Publishing Company, of Raleigh.

A welcome accession to the commercial, literary, and educational life of the State is the Thompson Publishing Company, of Raleigh, whose advertisement appears on another page. Its organizers are well known citizens of the State, whose substantial character, business enterprise, and public spirit lend strength to any enterprise with which they are identified. The officers are:

President, Alf A. Thompson, President Raleigh, Caraleigh and Neuse River Cotton Mills, Vice President Commercial National Bank, Raleigh.

Vice President, Clarence Poe, Editor Progressive Farmer, Raleigh.

Secretary-Treasurer, Charles J. Parker, Manager Southern Educational Bureau; dealer in school furniture and supplies.

Manager, James C. Martin, ten years' experience in school book publishing business.

Among the new and thoroughly modern school books published or sold by the company are Mr. R. D. W. Connor's "Makers of North Carolina History," the splendid United States History, "Our Republic," which was reviewed in our June number, and the Ritchie-Caldwell books on Hygiene and Sanitation recently adopted for five years' use in the public schools of the State.

The North Carolina Teachers' Assembly.

The next session of the North Carolina Teachers' Assembly, the State Primary Teachers' Association, the County Teachers' Association, the County Superintendents' Association, the Department of Secondary Education, the Department of School Principals, will be held in Raleigh November 29-30, December 1-2, 1911. The Raleigh Chamber of Commerce and the Raleigh Merchants' Association have appropriated $250 each for the purpose of co-operating with the officers of these associations in making this the best meeting in their history.

Teachers living within a radius of one hundred miles of Raleigh can leave their homes after school hours on Wednesday, November 29, and reach Raleigh in time for the opening session of the Assembly Wednesday evening. Teachers in any part of the State leaving home after school hours on Wednesday can reach Raleigh for the sessions of Thursday morning. All teachers can leave Raleigh after the last session of Saturday morning and reach home before Sunday morning, in time for church.

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How to Manage a School, 10c. One Hundred Hints on the Recitation, 10c. How to Keep Order, 15c. Morning Exercises, 15c. Vest Pocket Dictionary, 25c. Stocks and Bonds Made Easy, 50c. All the above, postpaid, for $1.00, or any book, postpaid, on receipt of price. If you need to prepare for an examination, send $1.00 for The County Examiner. The Teachers' Supply Co., Grayson, Ky.

East Carolina Teachers' Training School

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Transylvania Teachers Meet in Association.

The first meeting of the current school year of the County Teachers' Association took place Wednesday morning, August 2 ,at the Graded School Building at Brevard. Supt. Henderson presided. About twenty-five teachers and two committeemen were present.

Supt. Henderson opened the meeting with a brief talk setting forth the object of the meeting, which was to mature plans for the Association during the school year.

A vote was taken resulting in a decision of the Association to meet once every two months in a two days' session. The Superintendent said he would urge the Board of Education to make a ruling that the teachers should not lose the salary of the days absent from school.

The date set for the first meeting under this plan is September 1-2. M. D. Hardin, Oliver Orr and Miss Hattie Aiken were appointed as committee to make out a program for the meeting.

The officers elected for the present school year are: A. B. Riley, Vice-President; Miss Olivia Whitmire, Secretary and Treasurer. Supt. Henderson is ex-officio President of the Association.

After detailed explanations of the weekly report card to be used by the teachers this year, Supt. Henderson gave way to Miss Hattie Aiken, who called the Betterment Association to order. She urged on the teachers the importance of organizing local Betterment Societies in connection with their schools. She stated that the Betterment Association of Brevard at its last meeting decided to give a large North Carolina flag to the school in the county that makes the highest average attendance of the school census.

The McIver Loan Fund.

The Alumnae Association of the State Normal College has set itself the task of raising a loan fund of $50,000, to be known as the McIver Loan Fund, in honor of the man who not only endeared himself to every student and friend of the Normal College, but did such a great and lasting work for the cause of education in general.

This work was inaugurated in the summer of 1906, during which time a field secretary began the organization of alumnae associations in the various counties of the State. For two years Miss Etta Spier gave her entire time to this work with the result that now there are 50 counties organized and $22,280 pledged for the fund. The amount to be contributed by the county is left with each county association, no assessments being made. A separate account is kept of the money derived from each county. This money will be used by young women of that county.

The use of this loan fund will be by strict business arrangements. A young woman wishing to borrow money for her college education gives her note in legal form. The loan must be repaid as soon as possible, the interest beginning the September after leaving college. As partial payments are made they will be put back into the fund to be used over again.

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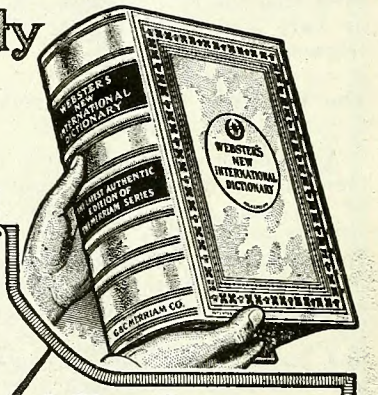

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Industrial Home for Blind Women.

It should interest readers of North Carolina Education to know that steps have been taken to provide an industrial home for blind women in North Carolina, many of whom of course are indigent and some of whom are even cared for at the public expense of the counties in which they live. The purpose is to care for the blind women who may desire it at a home where those who can may do something useful and all may have pleasant and tender care. The initial steps were taken at High Point last June at a meeting of the "North Carolina Association of Workers for the Blind." The officers of this association are: Henry G. Easley, of High Point, President; Mrs. W. T. Reaves, of Raleigh, Vice-President; G. B. Alexander, of Matthews, Secretary, and Jonas M. Costner, of Raleigh, Treasurer. The committee appointed for the special work of establishing the home consists of Rev. J. J. Marshall, Macon; John L. Hampton, Winston-Salem; Miss F. Estelle Fleming, Hester; Miss Florence Duncan, Roseboro; Miss Theresa Dettmering, Greensboro.

This committee was appointed to take at once such steps as might be found advisable, to call public attention to this undertaking, and to solicit contributions to the fund which the association desires to raise.

Contributions may be sent directly to Mr. J. M. Costner, State School for the Blind, Raleigh, N. C., who has consented to act as Treasurer of the "Home Fund," or through any officer of the association, or any member of the committee named above.

All amounts contributed will be gratefully received and duly acknowledged, and we hope that many readers of North Carolina Education will feel inclined and constrained to help this very worthy benevolent cause.

The Work of the Good Roads Train.

During the summer the Southern Railway operated a special Road Improvement Train over the lines of the Southern Railway and affiliated lines. The train consisted of three coaches, two being equipped for demonstration and the third for the accommodation of the experts in charge. One car was fitted up as a lecture room and was provided with a stereopticon, slides and screen, arranged so as to be in full view of the seats. The second car was filled with exhibits and working models.

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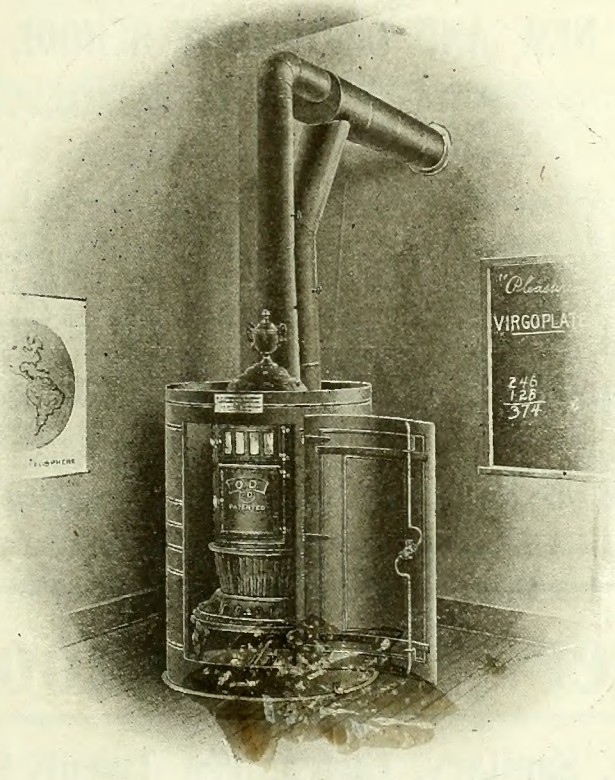

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NORTH CAROLINA

EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

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Vol. VI. No. 2. RALEIGH, N. C., OCTOBER, 1911. Price: $1 a Year.

The Country Boy's Creed

[*Dedicated to the Boys' Corn Club of Virginia, by Edwin Osgood Grover.*]

I believe that the Country which God made is more beautiful than the City which man made; that life out-of-doors and in touch with the earth is the natural life of man. I believe that work is work wherever we find it, but that work with Nature is more inspiring than work with the most intricate machinery. I believe that the dignity of labor depends not on what you do, but on how you do it; that opportunity comes to a boy on the farm as often as to a boy in the city, that life is larger and freer and happier on the farm than in the town, that my success depends not upon my location, but upon myself---not upon my dreams, but upon what I actually do, not upon luck, but upon pluck. I believe in working when you work---and in playing when you play and in giving and demanding a square deal in every act of life.

OCTOBER, 1911

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It is Renewing Time—A Page for First Attention

October is renewing mouth with so large a uumber of our subscribers that we are taking this page for an important business conference with our teacher-readers and their superintendents. **North Carolina Education** should have **at least 6,000** paying subscribers among the 11,216 public school teachers of the State, and we are setting out on a campaign to reach this number this year. Will you not, teachers and superintendents, all, co-operate with us to secure at least 60 per cent of the teachers of North Carolina as subscribers?

First, a Business Matter With the Teachers

In this copy you will find a subscription blank. If you have not renewed, it is for your immediate use. If you have already renewed, it is not intended for you; give it to some friend who ought to read **North Carolina Education** but doesn't. The blank is for single subscriptions at the one dollar rate; if you wish to subscribe with others in a club, you will find club rates on this page. Remit one dollar unless you join a club; do not expect the club rate unless you pay cash to the club-maker. But, either way, it is very important that you act promptly. The Reading Course and so many other live departments and important articles are running now that no progressive North Carolina teacher can afford to miss a single number. If your renewal is not received by the 20th of October, we shall understand you wish your paper discontinued.

But do not allow it to stop, if you intend to teach. Perhaps you do not uow have a school, but will return to the work later. If so, renew, renew at once, keep in touch, do not let your interest slacken or your enthusiasm lose its glow. There are two kinds of teachers: the kind that study their profession and increase their earning power and the kind that stay behind the times in dried-up schools on dried-up salaries. Be wide-awake, keep posted on current educational matters, read **North Carolin Education** every month. And may this be the most prosperous school year you have ever known.

A Word with County and City Superintendents

Two weeks ago we sent you circular letters asking co-operation in our campaign for 6,000 subscribers. Possibly some of these letters went amiss, or, being in circular form, were not read; hence this reiteration. We do not need to reason with you that the larger our family of subscribers the better service we can render. Now that we are in better position than ever before (thanks to the spleudid work of so many of you last year) to serve the superintendents and their teachers, it is not enough to be merely on our feet; we must GO and we must GROW. We must not be content with our present list. We are not yet reaching all our teachers; we are not yet reaching half of them, according to the statistics published by Superintendent Joyner's office. We can hardly expect to increase to 10,000 circulation in a single year, but we can, and we ought to, go from the 4,780 total circulation last year to 6,000 bona-fide paying subscribers this year.

May we not depend on your loyalty and co-operation more coufidently, if possible, than ever before to help us secure this increase? Send us 100 per cent of your teachers this year, if possible; if that is not possible, go as near the 100 per cent mark as you can, and certainly give us AT LEAST 60 PER CENT. We want to get that 6,000 this year, and we ought to have them.

Of course, we are renewing to you our terms of last year for clubs of your teachers who pay cash:

One subscription	$1.00
Two subscriptions	1.50
Three subscriptions	2.10
Four subscriptions	2.60
Five to nine subscriptions	60 cents each
Ten or more subscriptions	50 cents each

Where cash accompanies the subscription, or where the superintendent becomes personally responsible, the club subscriptions will be accepted as heretofore at the club rate; but (impress this upon your teachers) subscriptions sent on credit will be charged to individual subscribers only at the full rate of $1.00 each.

The September number, in which the Teachers' Read-in Course for this year is outlined, has already been issued. Subscriptions will begin with the September number, when requested, so long as our supply of that issue holds out.

Hoping that this will be the most successful year you and your teachers have ever enjoyed, we are,

Your hearty co-workers,

BROOKS & MARSHALL.

Raleigh, N. C., September 30, 1911.

Go Forward From 60 Per Cent to 100 Per Cent!

The committee of the County Superintendents' Association appointed to co-operate with the management of **North Carolina Education** in enlarging its circulation and increasing its usefulness among the teachers submitted a gratifying report at the annual meeting at Chapel Hill last year, in which the following urgent recommendation was made:

"We endorse most heartily the cause and attitude of **North Carolina Education** toward all the educational interests of the State, and we recognize the absolute necessity of having this State organ in our work. We recommend that the Superintendents who pledged 60 per cent last year be urged to go forward until not only 60 per cent but 100 per cent of their teachers are subscribers.

"(Signed by) W. H. RAGSDALE, Chairman.
"C. W. MASSEY, Supt. Durham Co.
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HOW TO LOCALIZE ARITHMETIC FOR RURAL SCHOOLS

By G. R. Davies, Agricultural College of North Dakota.

Examples for the Autumn Season.

The predominant agricultural interests of the community open a wide field for applied arithmetic. The teacher who has some knowledge of scientific agriculture—as every teacher should—will continually take illustrative material from farm surroundings. Appropriate to the autumn season would be problems involving total yield and rate of yield of various crops, cost of threshing, capacity of bins, rate of plowing, cost of labor, etc. In connection with such problems items of knowledge learned in other classes may often be recalled and thus reviewed. Questions involving price give an opportunity to fix the important social law of supply and demaud.

Problems may be invented, or made from data furnished by the children, involving cost of raising stock, profit or loss on the same, live weight and dressed weight of meat, cost of fodder, nutritive ration and balanced ration, percentage of butter fat in milk, and so indefinitely. It is not expected, of course, that such problems would coustitute the whole course of study, but rather that they would be thrown in as mental or written work when occasion offers. A live teacher necessarily uses much material taken from the farm environment. Several books are published that are helpful in this direction.

How to Use Statistical Reports.

Government statistical reports, such as the abstract of the census or the report of the Bureau of Statistics, though they take the pupil more widely afield, afford much useful data for problems. A class in need of practice in computing percentages may well be referred to such sources. The material may be obtained by application to the various departments at Washington, or through one of the Congressmen. Some of the subjects that may be taken up are changes in population of county, State, or Nation; comparison of cities; crop yields by States; output of industries; savings-bank deposits; rate of railroad accidents; cost of living as compared with former years. In connection with the latter subject, opportunity may well be taken to notice the relation of the rise in price level to wages, salaries, and the earnings of capital. The simple economic laws involved are not beyond the comprehension of a seventh or eighth grade pupil, and will be of assistance in developing an insight into the complexities of modern life.

Outdoor Measurements.

Outdoor measursements may be conducted by an entire class working together under the direction of the teacher, or by smaller groups if the class is large. A fourth or fifth grade will enjoy measuring the schoolyard and making accurate maps of it. This work will come in connection with the home geography. Later, areas may be measured and computed in acres. A real knowledge of the foot, yard, rod, and acre will thus be developed. In the highest grades some interesting illustrative work may be done with the triangles. By setting stakes to mark the corners of two similar vertical right triangles in such a way that the apex of one triangle is some stone or post on the opposite shore of a pond or stream, it is possible by proportion to compute the distance across the water by measurements taken on the one shore. Last spring I sent the boys of my geometery class to a neighboring stream to measure its width in this way. They were surprised to find that they could complete the measurements entirely from the one bank. The experiment enabled them to comprehend how the surveyor triangles across a valley. By the use of the same principle they computed the height of the flag-pole on the school-house and of a near-by tree.

Local Industries and Civil Organizations May be Drawn on for Data.

The size of the elevator will furnish a problem in computing capacity. Use may be made of data concerning shipments of wheat, cost, car capacity, destination, etc. When the class is studying taxes get the township or school clerk to inform you as to the valuation of the township or district; let the class estimate the tax levy and compute the rate. They may then extend the total tax for various imaginary or real individuals. When my eighth grade was studying the subject last year, I obtained data from the tax receipts of the gentlemen who had property in several localities. The class found and compared the rates.

Teacher Should Always be on Lookout for Material.

Proportion and some other subjects are well illustrated by the physical laws of the pulley, lever wheel, and inclined plane. The laws of motion and the principles of mechanics are thus introduced. They ought to be taught more than they are in the common school. Just recently I heard a supposedly intelligent person expressing wonder at the strength of a horse because it was moving a house. The block and tackle were overlooked. A person so ignorant of mechanical laws is not in a position to understand this machine age.

It is essential in illustrating arithmetic that the teacher should be continually on the watch for material. Perhaps a mason will be setting stakes and strings to mark out the position of a foundation. You may see him measure from where two strings cross, eight feet on one string and six feet on the other. He then measures diagonally across to test his right angle. Call the attention of the eighth grade to the measurements—perhaps, even, have them reproduce them—and you will have thrown considerable light on the rule relating to the square on the hypotenuse. The teacher who is interested in his environment and is alive to the world of industry about him will soon bring arithmetic into touch with real life.

Cannot All Send in All? Make a Clean Sweep This Year.

In a circular letter to his fellow-superintendents last year Supt. W. H. Ragsdale, of Pitt County, said:

"**North Carolina Education** is now doing a great work. In our County Associations and our Teachers' Meetings it is of tremendous benefit. The Teachers' Reading Course that appears in outline throughout the year is well worth the money, if it contained nothing else. Hon. J. Y. Joyner says it is one of the best State publications in America. It continues to improve. I am informed that the superintendents supported it well during the past year, but not quite all sent in 60 per cent of their teachers. Many, however, sent in all of their teachers. Cannot we do this?"

Let your new subscriptions begin with the September issue. We have a limited number of copies which we shall be glad to send out as long as the supply lasts. It is a live, fresh, interesting 32-page number.

IS THE SUPERINTENDENT DOING HIS FULL DUTY?

By J. H. King, Greensboro.

The superintendent of our larger systems of public school administration has three principal duties—organizing, managing, and supervising. As organizer, he unifies his system so far as the local conditions of the different schools will allow uniformity. He plans a course of study and seeks to maintain well-graded grades. As manager, he looks after the repairing of the buildings and grounds and pays for same from the public fund. He employs teachers and sees that at the close of the month a check is provided for each. As a supervisor, his function is to observe the class-room work of his teachers that he may help them to grow strong in the work of their profession and develop in the community a spirit of real educational growth.

Where the Superintendent Often Fails.

If the superintendent is falling short in the performance of the duties of his office, the shortage comes in the matter of supervision. The average superintendent can successfully manage the finances of his school system, even though he may fail in financing his own affairs. Often the superintendent feels that he has done his full duty when he has organized his system well and managed its finances successfully. In doing these things he has merely laid a good foundation upon which he may build a splendid structure, provided he perform his third duty wisely.

How often is it that a superintendent tells a teacher that her method is wrong without explaining wherein it is wrong? And again, how often is it that a superintendent says to a teacher, "That was a good recitation you held yesterday," and passes on without taking the time to point out the principles she observed that made it a good recitation? Such criticism is not at all encouraging. The one teacher goes to her room and weeps because her method is not satisfactory to her superintendent, but away down in her heart she condemns his criticism because he did not show wherein her method was wrong. The other does not appreciate his compliment, for his words are empty. They are as sounding brass to her.

How to Make Supervision Worth While.

If the superintendent is to make his supervision worth while, he must do more than pass through the class-room for five or ten minutes and afterwards make passing criticism of the work observed. He must sit for an entire recitation and then spend some twenty or thirty minutes with the teacher, showing her that her recitation was good or bad, as the case might be. The oftener this is done the better for the teacher. It is the short occasional visits that unnerves the teacher. In offering criticism the superintendent should never forget that he is just as much on trial as the teacher was when she was holding the recitation under his observation. He should remember, too, that his suggestions should be judged only in the light of the reasons that support them. If the superintendent cannot support his suggestions with sound principles he had better simply ask that the teacher "think on these things." It is in following up successful organization with such supervision that the superintendent produces real educational growth. It takes time and patience and loyalty to the work to do this, but it is worth while. Under such supervision the teacher becomes enthusiastic in her work. The superintendent is an inspiration to her and she in turn becomes an inspiration to her pupils, and thus he saturates his entire system with a spirit of inward and natural growth.

In following such method the superintendent has splendid opportunity to cheer his teachers and encourage them to be patient in their work. Growth is too slow for the teacher to see much of the results of her work. She must cast her bread upon the water and trust the tide to return it many days hence. The average teacher is easily discouraged. She works to-day and expects to see the result to-morrow. It fails to show up, and she thinks her work is a failure. It is a part of the business of the superintendent to keep the fires of enthusiasm burning in the breast of the impatient toiler.

The Greatest of the Three.

Thus the superintendent faces three duties—organizing, managing, and supervising, but the greatest of these is supervising. Organizing and financing are necessary, but these are cold and business-like in their nature. It is in supervising that the superintendent comes in heart-to-heart touch with the teacher and faces the opportunity of leading her into the light of her larger responsibility by wise counsel and constructive criticism.

DOMESTIC SCIENCE IN RURAL SCHOOLS.

Here is a unique idea devised by Mrs. Peter Gubi, teacher in District No. 40, Martin County, Minnesota, for a practical course in domestic science, that is entirely suitable for a one-room country school. The plan briefly stated is this: In February, Mrs. Gubi procured a copy of "A Little Cook Book for a Little Girl," and has at intervals given the recipes found in it as writing lessons to her pupils. She copies them on the board and the pupils in turn copy them in suitable note-books provided for the purpose. These note-books are taken home and the children try the recipes in the home kitchen. Not long ago they provided a basket dinner for the noon hour, unaided either by teachers or parents. The menu included sandwiches, cake and ice cream, besides many other dainty and appetizing dishes. For their last day of school they arranged for a school picnic, to which all the fathers and mothers were invited, and as a fitting climax to their work along this line the pupils furnished all of the dishes necessary for a complete basket dinner. The boys took as much interest in the work as the girls. Even the little folks just beginning were anxious to learn how to cook, and one little girl was pointed out to me who, although only five years old, could make a cake fit for an epicure.

With a live teacher there is no reason why this scheme could not be used with good results in any country school. —J. C. Timms, County Superintendent, in School Education.

Heartily Endorsed by the Teachers' Assembly.

The North Carolina Teachers' Assembly at Asheville in June, 1910, adopted the following resolution:

"Resolved, That the North Carolina Teachers' Assembly endorse most heartily **North Carolina Education**, our State school journal, and the work it is doing in promoting the cause of education throughout the State, and that the members of the Assembly pledge their most zealous efforts during the coming year to increase its subscription list and to aid in every way possible in making it the one great educational journal of the State."

AGRICULTURE IN NORTH CAROLINA

By W. D. Carmichael, of Durham.

The geographical position of North Carolina, occupying a common ground between the region of the sub-tropical plants of the South, and that of the more hardy plants of the North, together with a wide range of climate and soil, gives to the State peculiar agricultural advantages. It is safe to say that no other State in the Union is so amply provided for living at home as North Carolina is. Iu much of the territory of the State it is possible to produce two crops a year on the same ground. In some sections truck, grain, and hay are produced from the same soil in one season. The soil and climate are so varied that any temperate zone crop may be grown within the borders of the State. With proper cultivation there is practically no limit to the possibilities of the crop.

1.—The Improved Land in North Carolina.

There are in the State in round numbers twenty-two million acres of tillable land, practically all of which, with proper treatment, is capable of a high degree of productivity in some sort of crop. The land is divided into 255,814 farms, the average size farm being in round numbers, eighty-six acres. North Carolina, therefore, is a State of small farms; and the tendency is toward smaller farms, since in 1900 the average size farm was one hundred acres. Yet the 1910 census shows that only 37 per cent of the land is improved.

2.—A Comparison With Pennsylvania.

A comparison with the State of Pennsylvania will give us some significant facts in regard to our agricultural methods and results. The figures in this comparison are taken from the census of 1900. Pennsylvania's total acreage was eighteen million acres with 68 per cent of all lands improved, while North Carolina had twenty-two million acres with only 26 per cent improved lands. The value of all farm products in the Stae of Pennsylvania was $207,612,290, while those of North Carolina were $74,309,720. With about four million fewer acres than North Carolina has, Pennsylvania produced almost three times as much crop value as North Carolina did. A study of the figures will show that the ratio of improved lands in the two States is about the same as the ratio of the crop value.

3.—The Cause of Hard Times.

With all her possibilities for providing for her people at home, it is estimated that North Carolina spends as much as eighty million dollars annually outside of the 80,500 tons of mill foods, valued at $1,368,000; meats valued at $6,887,660; 227,187½ tons of hay, valued at $3,221,875; 245,265 pounds of butter, valued at $49,653; 565,164 barrels of flour, valued at $3,990,884; 205,828 bushels of wheat, valued at $236,800. These articles could all have been easily produced in North Carolina, and this amount of money kept at home.

4.—Value of Boys' Clubs.

The census of 1910 shows that North Carolina increased her improved farm lands 40 per cent in ten years. The work of education now being carried on by the National and State Department of Agriculture is demonstrating the beneficial effects of training in agriculture. The work of the corn clubs in North Carolina is a remarkable demonstration of the possibilities of North Carolina soil as well as of the beneficial effect of agricultural education. The plan of these clubs is for every boy to cultivate in corn one acre of ground, to follow the method of culture outlined in bulletins sent out by the Department of Agriculture, to keep account of all expenses, methods of cultivation, and amount of fertilizers used. Prizes are given for the greatest yield, best kept accounts, and best statements of work. In North Carolina thre were one thousand boys enrolled in 1909 from various sections of the State. These boys made an average yield of sixty bushels per acre, whereas the average yield in the State was eighteen and a half bushels per acre. This sort of farming in various sections of the State is destined to have a great effect in agricultural development. The coming of the farm life school, with its immense possibilities for improving methods of farming, will bring far more rapid increase in agricultural developmbent.

5.—Cotton Cultivation.

In 1910 North Carolina cultivated 1,390,000 acres in cotton, and produced 675,000 bales, an average of 240 pounds of lint cotton to the acre. This is the largest yield per acre of all the Southern States. On one farm in Wake County seven bales were produced ou two acres. There are many farms in the State which produce an average of a bale of cotton to the acre, and many acres produce two bales. Although cotton grows in almost all sections of North Carolina, its porfitable cultivation in the northern counties does not extend very far west of the fall line, but in the southern section of the State cotton is cultivated as far west as the Blue Ridge Mountains.

6.—Corn Cultivation.

The number of acres planted in corn in 1910 was 3,072,000 and the total crop was 54,000 bushels, or an average of eighteen and three-fifths bushels to the acre. This is not enough corn for the State, and thousands of bushels are imported annually. The soil of North Carolina, from the coast to the Tennessee line, will produce corn in abundance. One farmer has produced as much as 225 bushels on one acre. This sort of farming requires skill and intelligence. The boys in their corn clubs made an average yield in 1910 of sixty bushels to the acre, and more than four thousand boys have joined the club in 1911. With proper cultivation, North Carolina could not only produce corn sufficient for her own needs, but could have much to sell other States.

7.—Wheat Cultivation.

In 1910, 7,433,000 bushels of wheat were produced on 652,000 acres of land, or an average of eleven and a half bushels to the acre. Many farmers produce as much as fifty bushels to the acre, yet the general average is very low. It is estimated that it takes five and one-half bushels of wheat per year for every man, woman, aud child in the United States. On a basis of this estimate, it would require twelve million bushels for North Carolina. In order to produce this amount, the average per acre must be increased from eleven aud a half bushels to uineteen bushels. By increasing the average yield seven and a half bushels an acre, there would be enough wheat produced in the State for all the inhabitants, provided the population remains what it is now. But the population is increasing all the time, aud the yield of wheat must increase considerably.

8.—Oats.

There were 190,000 acres planted in oats yielding 3,458,000 bushels, or an average of eighteen and a fifth

bushels per acre. It will readily be seen that the yield per acre in oats is much larger than that of wheat. Although the Piedmont section is naturally best adapted to the growth of grain, the average yield per acre of oats is very much larger in the Coastal Plain.

9.—Tobacco.

In the production of tobacco, North Carolina ranks as the second State in the Union. In 1910 there were planted in the State 216,000 acres of tobacco, on which there were grown 129,600,000 pounds, or an average yield of six hundred pounds per acre. The value of this crop was estimated at $13,737,600. In 1852, on a sandy ridge in Caswell County, the first crop of the famous bright tobacco was grown. From this county its growth spread rapidly into Virginia and other North Carolina counties. During the Civil War the growth of tobacco was largely abandoned, but after the war its production increased rapidly. Tobacco is raised throughout the Piedmont, and in some sections of the Coastal Plain.

10.—Other Products.

In 1910, there were 175,000 acres on which hay was grown producing 262,000 tons, at an acreage value of $21.86. The growth of peanuts is confined largely to the northeastern counties of the State. North Carolina ranks second to Virginia in the growth of this crop. In the production of sweet potatoes North Carolina is the first State in the Union. This crop grows in all sections of the State, but the greatest yields are made in the Coastal Plain.

11.—The Trucking Industry.

The trucking industry has developed within the last twenty years; but it has developed wonderfully, and is rapidly becoming one of the State's chief industries. The greatest trucking region in the State is along the line of the Atlantic Coast Line and the Norfolk Southern Railroads. The soils of some of the mountain counties are well adapted to the growth of certain trucking products. With the development of railroad facilities in this section of the State, giving ready access to the markets, several of these counties will become great trucking regions. In the trucking region of the Coastal Plain are to be found some of the most highly developed farms of the State. The great melon-producing section of the State is in the region of Scotland and Robeson Counties. In this section farming has reached a high state of development.

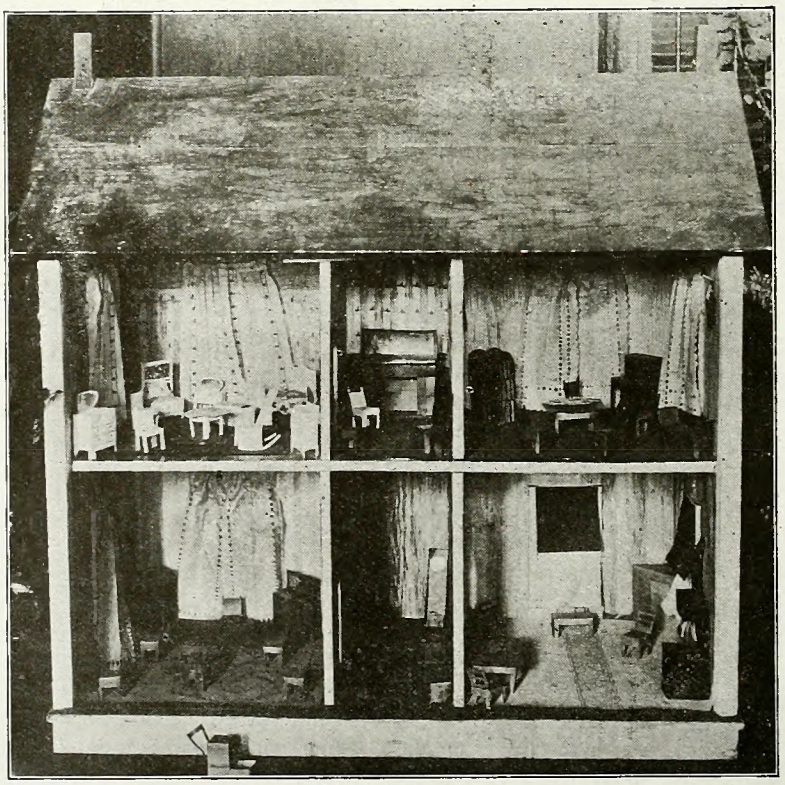
What are the leading agricultural products in your county? Is the land being cultivated so as to bring forth the best results?

A CHILDREN'S PLAY-HOUSE IN THE WINSTON SCHOOLS

By Miss Nannie Sheetz, Teacher of First Grade.

In connection with our paper-folding and construction work in the first grade the children furnished a playhouse.

The house was built by the manual training department. It was painted sea-green with white trimmings, the house was made of paper or card-board, the work being done by the children themselves, though of course in the matter of wall paper, rugs, druggets and curtains the designs were suggested by the teacher. The druggets and rugs were made on heavy paper and colored with



contained four rooms and an upper and lower hall. The kitchen and dining-room were on the first floor, a bedroom and sitting-room on the second. Everything about crayola, the curtains, bed-spreads, and bureau scarfs of tissue. The miniature water-color pictures on the wall were the children's own production.

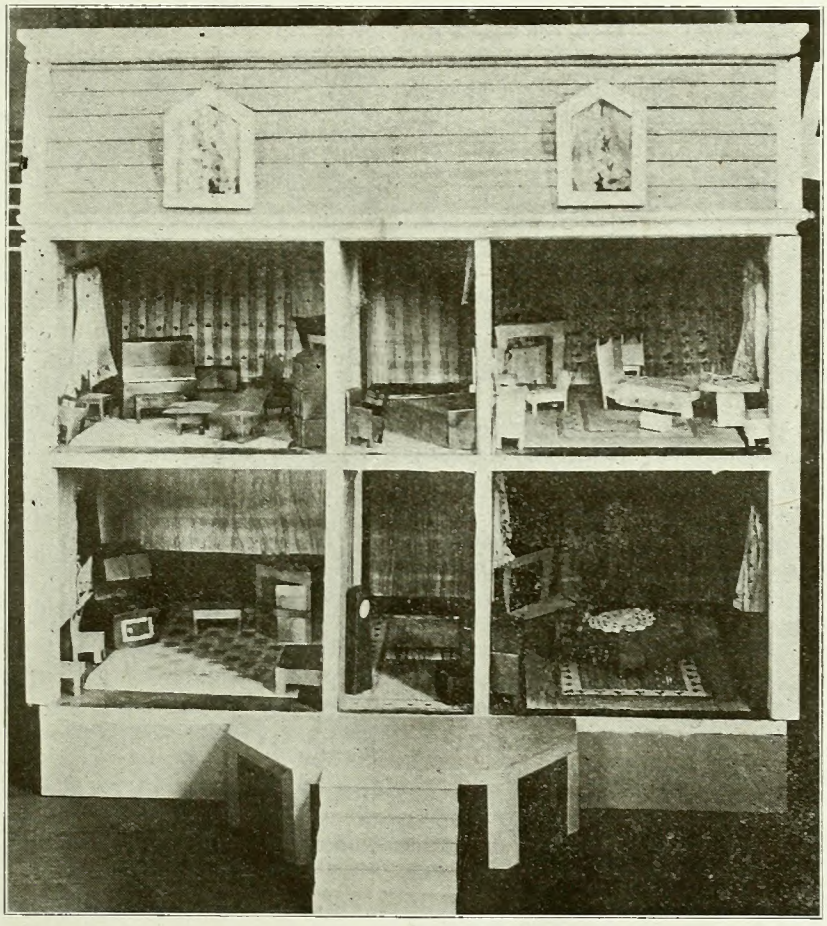
In the kitchen the walls were of plain tan paper with a dark brown wainscoting. The floor coveriug had a broad border of tan while the center was blocks of tan and brown. The window shades were dark brown and the cream sash curtains were stenciled in brown.

The black paper for the kitchen range was secured from the photographers, and the furniture consisted of a corner cupboard, table, chairs, aud water bench, was all in light oak.

In the dining-room greeu predominated with here and there a touch of brown. The rug had a plain green center and border, while just inside the border was an inner border of brown **fleur de lis** on a white ground. The washstand, center-table and chairs constituted the furniture which was of white paper. The bed-spreads, bureau and washstand scarfs and center-piece, as well as the curtains and portierres, were all stenciled in the same violet design.

In both halls the paper and rugs were the same, the paper being green and white striped, while the rugs had plain green centers with a border of brown **fleur de lis** on a white ground, set off by a narrow stripe of brown. In the lower hall was a grandfather clock and hall-rack, in the upper was a Davenport and high-arm chair.

The dormer window were hung with white curtains stenciled with a tiny green border. A dainty tissue paper



curtains were of white tissue stenciled iu a **fleur de lis** pattern of green. The fire-place and mantle were finished in mission with green tiling. The mission furniture consisted of diuing table, sideboard, china closet, serving table, and chairs. A white lace piece (cut free hand from tissue paper) adorned the table.

A very pretty effect was produced in the sitting-room with a brown and white striped paper with a green fleur **de lis.** The druggets had a plaiu brown center and border separated by alternate stripes of green and brown, while the curtains and portieres were of white tissue stenciled in the same **fleur de lis** pattern. The dark oak furniture consisted of a piano, piano bench, book-case, center-table, rockers, sofa, chairs, taboprette, and footstool.

The bed-room was quite dainty with its wall paper of white ground and lavender stripe with a design in violets. The drugget had a center and border of lavender separated by a wide band of white, sprinkled with violets. The mantle and fire-place were white, with violet and white tiling. A single and a double bed, cradle, bureau, lady might have been seen rolling a baby carriage ou the front porch, while in the yard below was a dear little red wagon. An automobile, with a real honk-houk, waited at the door. Each child in the grade did at least one piece of work for the house, so that they could feel that it was their own.

Understands and Meets the Needs of Our Teachers.

Mr. J. A. Bivins, State Supervisor Teacher-Training, in **North Carolina Education** for September, 1911, says:

"**North Carolina Education** is demonstrating each year more and more its efficiency and its ability to understand and meet the needs of North Carolina teachers. Therefore, any reading circle list that leaves out this valuable journal is defective. The editor, Prof. E. C. Brooks, will continue his instructive studies in the Reading Circle Courses. All departments of the journal will be strengthed during the coming year and new departments will be added."

SPELLING IN THE PRIMARY GRADES

By Miss Susie Fulghum.

One test of a person's culture is given in correct spelling, in letter writing, and daily written work. The art of spelling includes not merely the correct placing of the letters in words, but the division of words into syllables, and placing the accent on the proper syllable.

Oral Spelling.

The training in spelling of days gone by (of which we are often reminded and told produced fine spellers) was largely oral.

Oral spelling should be used, but English words cannot always be spelled by sound; therefore too much reliance should not be placed on oral spelling to produce good spellers in written work. The chief value of oral spelling is the concentration of attention on the natural picture which it requires and the emphasis which it gives to syllabication and the phonic value of letters. It should be used in the preparation of a lesson since the first esseutial is to pronounce the word correctly. But written spelling should predominate and oral spelling should accompany written spelling.

Written Spelling.

We need in actual practice to write a word at least one hundred times to once spelling it orally.

Pupils learn to spell by **forming** and **retaining accurate visual images** of **word forms.** They learn orthography almost altogether by the eye. They must be taught to observe word forms. **Accurate form perception** lies at the basis of **accurate spelling.** What are we asking a child to do when we ask him to spell? To hold the picture of a word so exactly in his mind that he can reproduce the form in writing or name in order the letters which make the word. Spelling the English language is a difficult task. Children should be taught to spell correctly when they are young, as the habit is rarely acquired after a child is well advanced in years.

Causes of Poor Spelling.

We come now to some of the causes of poor spelling. The spelling lesson is too ofteu neglected in some schools. Sometimes it is crowded into a few miutes and passed over in a very hurried and imperfect manner.

Poor work in spelling may be traced to two causes—ignorance and carelessness.

Neither children nor teachers, as a rule, realize the necessity of correct spelling. Many people, therefore, are indifferent to this subject, and children often lack confidence in their own ability to spell correctly. Teachers should meet this subject with enthusiasm and should see that their first lessous are not too difficult and are mastered by the pupils. Thus a correct lesson to-day is a great incentive to a correct lesson to-morrow. At too early a stage in the pupil's experience the spelling exercises are merely tests. Not enough teaching is done to avoid making mistakes. There should be created on the child's part a feeling that there is no excuse for poor spelling lessons. Correct spelling is, in a marked degree, a question of proper habit; then right habits should be formed from the start.

Steps in Spelling.

The preparation for a spelling lesson may be divided into several steps. The first step in learning to spell is learning to see and distinguish forms. This holding the form of the word in mind is the first requisite for good spelling. The next step is the accurate copying of the word set before the child. Many teachers begin oral spelling too soou, ignoring this important step. Copyiug the word fixes it in the mind. The third step is harder. The child should now write the word from the "mind picture." The fourth step consists of the oral spelling of the words. Each word may be spelled several times from the book, then with the eyes closed. The words should be spelled and pronounced by syllables.

Devices in Spelling.

I have always found the following devices most helpful. A word is copied twice from the board or book, then this work is covered and the word written again from memory. Another plan is copying the word twice and then writing it the third time with the eyes closed. This causes the child to hold the picture of the word in his mind. Writing the word "in the air" always helps. When written spelling is first introduced, this preparation should be made in school. Words copied by the pupils should be looked over by the teacher and carelessness in this work should be overcome by self-criticism o nthe child's part directed by the teacher.

Part of this work can be done as seat work, with only a few minutes preparation given to tbe lesson directly by the teacher. Much is gained by the actual preparation, and incorrect lessons and bad habits are all avoided. Let the pupil be taught correct habits of study through the spelling lesson. He should learn from the beginning to observe each word carefully, fixing its form in the mind.

Exercises Should Be Varied.

The manner of conducting the spelling exercises should be varied not only to arouse greater interest and the attention that accompanies interest, but also to test pupil's power in difficult directions. The teacher should know that her pupils have given a certain amouut of preparation to the lesson partly under her direction, and that the correct pronunciation of each word is known. If it is a new word the child should be iuduced to add it to his vocabulary by using it in sentences.

A Written Lesson.

When all are ready to write, let the teacher pronounce the word clearly and distinctly. If a child knows the word will be repeated, he will not listen so carefully. Do not allow interruption during the dictation of words, and never dictate the words in the order given iu the book.

The papers should be collected by being passed to the center row of pupils, and then handed in. This avoids all confusion. While the teacher is looking over the papers, the pupils may glance quickly in their spellers and discover any word incorrectly spelled. These may be copied a number of times, and again dictated by the teacher, fo rthe teacher should correct all the papers when they are handed in. Those pupils who know their lessons are correct, may copy sentences containing spelling words, or read some supplementary readers kept for this purpose. The story-books are great incentives to good lessons.

How Interest is Maintained.

I keep cards bearing the pupils' names, keeping account of words missed. A spelling box, opened once a

week, adds great interest. Spelling matches make Friday afternoon occasions of great pleasure. A lists of words which are most frequently misspelled should be kept, and special drills on these should be given. There should be exercises in the dictation of sentences containing words from spelling lessons at least three times a week. The test of your success comes in the pupils' written work. Seek to weave these sentences into a story.

Careful attention should be given to words pronounced alike and spelled differently, and to words spelled alike hut pronounced differently. Words may be classed and studied in families.

Articles in a grocery store, things seen on a farm, in a kitchen, kinds of birds, animals, etc., are among the many lists of words upon which there should he drill. Frequently too many words are given for a lesson, whereas a small number of words mastered will give success in the work.

STUDIES IN NORTH CAROLINA POEMS

II.—THE PILOT: FROM "CAROLINA."

By James B. Shepard.

The Author.—James Biddle Shepard was born on November 14, 1815, in New Bern, North Carolina. He was a son of William Biddle Shepard of that place, and his wife, Mary Blount, of "Elmwood," Pasquotank County. He was educated at the Uuiversity of North Carolina, and graduated with the first honors of his class in 1834. Later he studied law and was admitted to the har. He was State Senator from Wake County in 1842, and a Representative in 1844. At one time he was United States District Attorney for North Carolina, hut was "too wealthy to undergo the drudgery of the bar." He was a Democrat in politics, and his party nominated him for Governor in 1846, but the Whig nominee, William A. Graham, defeated him in the election which followed. Mr. Shepard married Frances Donnell, of New Bern, and left an only son, John Robert Donnell Shepard, who has resided in Paris, France, for some years past. James B. Shepard died in Raleigh on the 17th of June, 1871, and is buried in the eastern end of the old City Cemetery, along with numerous members of his family, the remains of several of whom he had caused to be brought from the eastern part of the State, for reinterment at Raleigh, several months hefore his death.

* * *

The Poem.—Pilot Mountain, or as it was called Ararat, is found in Surry County, and rises gradually to an elevation of several hundred feet. This mountain can be seen for sixty or seventy miles, and was called Pilot by the Indians hecause it served as a guide in their hunting and war routes.

* * *

THE PILOT.

All-shadowiug Pilot! high, and lone, and cold,
  Thou rear'st thy form in grandeur, and the light
Which gilds thy hrow at suuset, as of old,
  Shall be to thee a diadem all bright,
Amid the ages distant and untold,
  To guide the pilgrim's dim and failing sight
Along thy battlements. And now the sun
Goes down hehind the mountains—day is gone.

'Tis night upon the Pilot! come and see
  The startling of the mighty pile;
Look how the lightnings glance—and now the free
  Wild winds are rushing o'er this earth-born isle,
Throwu up amid the wide and desert sea
  The clouds are gathering, and no lovely smile
Of the hright stars is ours. Hark! the tone
Of the loud thunder from its flashing throne!

Night on the Pilot! From the stormy west
  The clouds are mustering, and their banners gleam
In shadowry glory, and their folds are dress'd
  In the mild livery of Orion's beam.
And now each glen and lofty mountain's crest
  Grow bright beneath the moon's resplendent stream
Of living radiance. Now the light is gone,
And darkness girds us with her rayless zone.

The morn is up—the bright and dewey morn—
  And the darkness rolls from off the lofty pile,
And voices, deep and wild, and mountain born,
  Go up in thankfulness; for now the smile
Of day is on us; now the huntsman's horn
  Winds its rich numhers through each deep defile,
Startling the eagle from his high abide
Mid the rough crags where mortal foot ne'er trod.

Journey we eastward. Hail, old Guilford, hail!
  Thy soil is sacred. Thiue the battle-ground
Where England's strong and haughty hosts grew pale
  In victory's presence. Here the brave were crowned
With fame immortal. Here the loudest gale
  Of battle sounded, while the blue profound,
Rent with thy shouts of triumph, cleared away,
And poured upon thee Freedom's perfect day.

* * *

Suggestions to Teachers.—Read the poem carefully to the pupils. Locate Pilot Mountain and learn all you can about it. In first stanza it is described as a guide to pilgrims; second stanza, it foretells the storm; third and fourth stanzas, it gives the message of good cheer and fair weather. How in each? The reference in last stanza is to Guilford Battle Ground. Explain their reference.

Why They Like It.

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The Story Page

TSUL'KALU', THE SLANT-EYED GIANT

The First of a Series of Cherokee Indian Myths of West ern North Carolina.

By W. M. Marr, Trinity College, N. C.

[Note.—This story of the slant-eyed giant, or Tsul'kalu', as the Indians call him, is one of the best known Cherokee legends. The name Tsul'kalu' literally means, "he has them slanting," according to the best authority. There are several versions of the story, but the one here presented is undoubtedly the best one according to the statemeut of Mr. James Mooney, who is the best student living of the Cherokee people.

Kanuga was an old Cherokee town located about the junction of the two forks of Pidgeon River, in Haywood County, a few miles of Waynesville. The name Kanuga means "scratcher," and is evidently connected with the word kanugu'la, a "blackberry brier."]

Many, many years ago a Cherokee widow and her only daughter lived in the town of Kauuga, at the forks of the Pigeon River, near the present town of Waynesville, Haywood County. As the girl grew to womanhood she began to think of marrying. But her mother being a widow, was concerned about their future welfare. Therefore she cautioned her daughters to marry no one but the best of hunters. In this the mother taught wisely, since they would then have some one in the home to care for both and keep them supplied with meat and wood. The girl intimated that such a man would be hard to find, but the mother advised her to be cautious, for the ideal would surely come by and by.

As was the custom in that little Indian vilage, the mother slept in the "big house," while the daughter slept in the lodge or asi, as the Cherokees called it.

One dark night a great stranger appeared without warning at the door of the lodge. No one could see his face or measure his form. But when he called for the Indian maiden there was fear in the lodge. He called again and said that he had come to marry the maiden; but he was told that her mother was a widow and did uot wish her daughter to marry any one except a good hunter. Thereupon the mysterious stranger told of his wonderful prowess in the chase and on the war-path. As he told in the darkness the story of his prowess his words moved the maiden, she opened the door to him, and they were married. Just before dawn, before the intense darkness began to break away, he quietly left his girl wife. But on the morning she found a fat deer lying at the doorway of the lodge. The stranger had suddenly disappeared and the girl had not seen him. But when it was day the daughter finding the deer which the hunter had left them, ran and told her mother all that had happened.

On the next night the hunter came again and left two deers, departiug as on the previous night. This supply of meat pleased the widow still more, yet like so many human beings she could not be thankful and satisfied with wbat was given her. So she said to her daughter:

"Tell your husband to bring us much wood."

Now, since the stranger hunter and husband had supernatural powers and understood the thoughts of all his people, he returned the next night and said to the girl:

"Tell your mother I am the Great Chief, and she shall have much wood." And it was so.

But when she went out in the morning there were many large trees lying in front of the little lodge which had been pulled up by the roots and carried there as by a storm. Instead of being awed by the appearance of such power, the mother was angury, and scolded her daughter, saying:

"I asked your husband for wood and he has piled great trees, roots, limbs, and all at my door. Now what can we do with them?"

The great hunter knew even the thoughts of his people, and he was displeased with his mother-in-law, and on the following night he removed the wood, leaving nothing in its place. Therefore she was compelled to supply her own wood after this.

Night after night the hunter came to visit his girl-wife, each time bringing some sort of game, but he always left before the dawn. Such conduct as this excited the old woman's curiosity, and at last she said to her daughter:

"Your husband goes before day-light. Ask him to stay that I may see his face."

The girl told the husband the wish of her mother, but he scorned the idea lest the sight of him should frighten the old woman. "Oh, she wants to see you, anyhow," the girl replied, weeping. The very sight of the girl in distress touched the big heart of the giant to such a degree that he finally consented to let the woman see him on condition that she would not say that he looked frightful (usga'se'ti'gu).

On the following morning the giant remained in the lodge or asi until after daybreak, and the girl went out and told her mother. The woman came and looked in, and, behold, she saw the great giant lying doubled up on the floor. His head was resting against the rafters in one side of the room, while his feet were pressing against the roof in the opposite corner. He had long, slanting eyes, and a form which presented to the woman a most horrible spectacle. She was struck with fright immediately, and forgetting the warning, ran back to her room crying:

"Usga'se'ti'gu! Usga'se'ti'gu!"

This made the giant mad. He arose from his bed, legt the lodge, bade his wife good-bye, telling her that her mother would never see him again, since he intended to go back to his home on Tsunegun'gi.

A few months after the giant left a little girl was born to the girl-wife. The old woman still hating the giant, hated also the giant's baby, and treated it cruelly. So one night after the girl had gone to bed in the lodge her husband appeared again at the door and said to her:

"You seem to be alone. Come! You mother likes me not. She treat baby mean. Come! Let's go to my home 'way off."

She wished to go, and taking up the baby she secretly left the little village and went off with the giant to Tsunegun'gi—the mountain where the giants resided. This mountain to-day is called Tennessee Bald, and is at the head of Tuckasegee River, a few miles southeast of Webster, in Jackson County. The word means "at the white place."

Many weeks passed away, and the widow's son who

lived in another village came to visit his mother and sister, for he had just heard of the marriage and his sister's wonderful husband. Arriving at the home in Kanu'ga, however, he was told that his sister, together with her husband and baby, had gone to an unknown home far away. His mother was lonely and discontented, and the young man determiued to go in search of his sister. The trail was easily followed, for the foot-prints of the old giant were discernible to the most careless observer. Here and there he saw the mother's resting place, and tracks were on the ground where a child had been playing. Still farther there were tracks of a baby crawling on the ground. He followed the trail along the streams and over mountains until the foot-prints of two children running about over a large rock were found. After finding these marks repeatedly along the way the brother took the trail which led up the slope of Tsunegun'gi. Here he heard the sounds of revelry. People were singing and shouting, and there was a great noise which seemed to be coming up from the inside of the mountain.

The trail led to what appeared to be the door to a cave which was guarded by a great rock. The brother, by peeping through the crevices, could get glimpses of the heads and shoulders of the immense throng on the inside. He saw his sister among the number and called her by name. She recognized her brother's voice and came out to him as soon as the music ceased, bringing the two children with her. She had no difficulty in climbing over the wall. They sat dowu at the mouth of the cave, and the sister told her brother of her wonderful husband and of the wonderful company that inhabited the interior of the mouutain. The brother was anxious to enter and see for himself, but he was told that it was impossible without the consent of the giant.

Time and again the brother came to the mountains to see the giant, but without success. Each time he met only his sister and her children at the mouth of the cave. For four years he and his mother paid regular visits; and on the fourth time they were told that they might see the giant early the following morning, but on one condition, that they would be at a certain place on the mountain at a given time. If too late, however, they would find plenty of food for them to eat, but the giant would be gone. The mother and son came to the spot, as they thought, very early. But, alas! they were too late; and they found only a pile of coals on which was an abundance of food—almost enough to supply their entire village.

The mother and brother made their breakfast, and sent for the people of the village, and they all ate and wondered among themselves.

After several moons had passed the mother and her son again came to the mouth of the cave. They were hungry and in distress. When the brother called aloud to his sister, he was much surprised to see the great stone move, and his sister's voice invited him to enter, but the mother who had been so cruel to the baby was commanded to return home. The place inside was like a large town house, and as they entered the great hall the sister cried out, as if talking to a spirit:

"He has come to see you."

And from somewhere came the words:

"You see me not 'till you are dressed in your best deerskin."

And the young man replied:

"Then can I see your face?"

To this the invisible giant replied:

"Go home, tell your people, if they would see me face to face, they must go into the town house and fast seven days. In the meantime, do not leave the village and raise no war-whoop. On the seventh day, I come with new dresses for all, and after all the people are dressed, then you see my face."

The news was quickly carried to the village, and all the people heard it gladly. There was one, however, a stranger in the village who did not rejoice. He would not fast, and each night he would slip away and procure food.

The seventh day arrived, and the people gathered at sun-up to greet the coming of the great chief. A great thuuder shook the earth. Mighty rocks rolled down the mountain-side. Louder and louder the thunder rolled and a great mist enveloped the mountain. All the inhabitants were frightened and held their breath—all except the stranger who ran out, raised the war-whoop, and disappeared. At once the heavy thunder began to grow faint and sounded farther and farther away. The mist cleared up. The noise ceased entirely. The sun came out, and as the distant thuuder died away a faint voice was heard saying:

"My face ye shall never see for my people are disobedient."

Then the people cried out:

"It was a stranger that broke the fast, and left the village, and raised the war-whoop."

And the dying answer was:

"Me, you see never."

The village then raised the war-whoop against the tribe of the stranger. They suffered untold miseries, however. The streams dried up, the deer and the bear deserted the mountains, and starvation was in the land.

The cry of the people in their distress went up from the village and was heard by the young wife, and she sat at the mouth of the cave and grieved for her people. The music and rejoicings died away, and all Tsunegun'gi was in grief. The great slant-eyed giant was touched by the grief of his wife and he gave this promise to his people, that all brave warriors and the faithful women should have an eternal camping and hunting ground above, after death. This great slant-eyed giant, chief of the forest and god of the hunt, thus became ever after the guardian spirit of the Cherokee race iu the beyond. His wife, a maiden of the same tribe, became for the Indian mountaineers their mediator, because she won eternal life for them. No longer can the rocks be heard thundering down the slopes of Tsunegun'gi as a sign of the giant's displeasure, for everything now goes well with him and his adopted people. And old Indians to-day tell how the earth trembled, how rocks rolled own upon them and how there was famine in the land when the Slant-Eyed Giant was angry with them. On Cold Mountain, about three miles from the forks of Pigeon River, can be seen impressions which are said to be the foot-prints of the giant and his children on their way to Tsunegun'gi.

Attendance is Vital: Begin the Campaign Now!

We may have our handsome and commodious buildings with a full supply of up-to-date equipment, and we may have our proficient, well trained teachers; but unless the students come they all will amount to nothing. The houses are provided for the girls and boys. The teachers are paid for the girls and boys. But unless the girls and boys come to get the benefit, all our efforts and expenses are fruitless. Therefore I call upon every teacher and committeeman and patron, at this opening time of our longest schools, and while the time is yet before us, to help increase our attendance the coming year.—Supt. J. B. Robertson, of Alamance.

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The largest iu the history of the institution!

There are two new counties—Hoke with Raeford as the county-seat, and Avery with Elk Park (name changed to Newland) as the county-seat.

Every teacher in every school in North Carolina should read **North Carolina Education** this year. Are you a subscriber? If not, make the number of non-subscribers one less, right now!

That subscription blank—if you have already renewed, it is not iutended for you. But please get it sent back with a dollar by some one who ought to read **North Carolina Education, but doesn't.** We want to get that 6,000 on our list this year sure.

Mr. City Superintendent, could you have selected a mucb better list of books for the city schools than that selected by the Text-Book Commission for the State schools? If so, name it, aud we shall take pleasure in publishing the list, and your reasons.

There is some educational spirit in those Fayetteville people. Had you noticed that they have torn down all of the old buildings for white schools and are now putting three moderu brick buildings instead? Aud they have ordered modern equipment, of course. The entire system of colored schools is to be renewed at once, also.

And you say money talks, does it? Well, there are a great many graded school teachers in North Carolina whose mouthly salary doesn't know how to say anything but good-bye. And payment of a month's board out of it knocks it entirely speechless. Are these industrious, hard-workiug teachers paid as much—honest, now—as their communities could afford to pay them? Or are they charged too much for board? What are you going to do about it? Do something. And when, or if, you have remedied it, write **North Carolina Education.** We want to let others know about it.

All the plowing and hoeing and fertilizing and dew and rain and sunshine there is will not make cotton grow on a stalk that's not there. The State can't reap the best educational harvest from a poor stand of pupils in the school room. Go after the stay-at-homes. Re-plant. Get a good stand and make the best crop possible. Superintendent J. B. Robertson, of Alamance, is waging a campaign against empty seats in the school room. "I will give," is his offer, "to that rural school in tbe county that makes the best average attendance as compared with its own enrollment $5.00 to be expended in books for its library. And I will give to every student that is ueither absent nor tardy the entire session, a large printed certificate of honor."

GIVE CREDIT WHERE IT IS DUE.

"Twenty years of study and practical application of class-tested theory on the part of leading men of the State—Claxton, Moses, Alderman, Graham, Joyner, Noble, Coon, and others—have developed a scientific method of teachiug beginners to read."—Report of Sub-Text Book Commission.

This scientific method of teaching beginners to read was worked out by Moses, Coon, Claxton, and the primary teachers of the State, such as Mrs. Humphrey of Goldsboro, Miss Redford of Raleigh, Miss Haliburton, formerly of Greensboro, and others. Suppose we be a little more careful about giving credit.

NEGLECTED CHILDREN.

Are there any neglected children in your county? Judge O. H. Allen instructed the Durham County grand jury to inquire diligently into tbe cases of any neglected children within the county. The grand jury was unable to located a single child who needs a home. However, it did find many instances of childreu neglected by their parents, and the report called attention to two evils that every teacher in a city school system who studies the home life of the children will recognize at once. They are old enemies of the school: (1) Loafing the streets at all times of tbe night, and (2) reading trashy and demoralizing fiction. How long will it be before the city or the State will take charge of the child who is neglected by his pareuts?

THE SCHOOL AND LIFE.

When a real history of education is written the writer Neither is the result directly of the other two, yet the influence of each on the other is so fundamental that neither is possible without the other. Let us illustrate: More than a half ceutury ago a developing moral conscieuce organized prohibition clubs. These affected school practices, and physiology with special reference to alcoholic drinks was introduced into the schools. This reacted on society and recently the State enacted Statewide prohibition.

Let us illustrate again. More than a century ago agricultural societies were formed in North Carolina. Tbere was a great economic need which was not felt to

any great extent until after the war. These societies affected the school, and agriculture with all of its allied sciences was made a part of the school curriculum. As soon as a new generation could be trained the influence was apparent—new machinery, new methods of agriculture, stock raising, dairying, good roads. These are some of the effects. Yet these reacted on the school again and we have local taxation by townships and counties, farm life schools, and larger appropriations for good roads.

Haec Fabula docet: The school will educate if we have a purpose.

ARE CITY SCHOOLS USING THE ADOPTED BOOKS?

The city school men have said for years that they would use the State adopted books if they were ever given any voice in the selection of the books. Was that talking merely for fun, or was there truth in the statement? "The profession is not given a vote in the selection of its tools." . . . . "Why should we use the tools that inexperienced and non-professional men select for us?" These are old, familiar sentences in our educational history. Listen, brethren!

(1) The profession selected the books this time.

(2) The city schools had representation.

(3) The Commission adopted the best list of books ever used in the public schools of North Carolina.

(4) The Commission adopted the best list of books now in use in the city schools of North Carolina.

(5) Are the city schools consistent and using the books? From all the information we can gather, it is about unanimous.

GREAT PLANS FOR THE TEACHERS' ASSEMBLY.

According to the announcements made by Secretary Connor the teachers of the State have a feast of good things in store for them at the coming session of the Teachers' Assembly, which all the world knows is to meet in Raleigh, November 29, 30-December 1, 2, 1911. Among those whom he announces for the program we notice the names of Hon. Champ Clark. Speaker of the National House of Representatives and Dr. Carroll G. Pearse, Superintendent of the Public Schools of Milwaukee, and President of the National Educational Association.

While Speaker Clark has not promised definitely to be present, he has promised to come if he can possibly arrange his engagements satisfactorily. He has expressed great interest in the Assembly, and we feel every assurance that he will finally arrange to be present.

Superintendent Pearse, as everybody knows, is one of the great leaders of the Progressives in the National Educational Association, having at various times been Treasurer and a member of the National Council. He was elected President at the last session at San Francisco. He has always manifested a strong interest in Southern school problems and two years ago was one of the strongest supporters of State Superintendent J. Y. Joyner for the Presidency of the National Educational Association. We feel assured that he will find a warm, hearty welcome from the teachers of North Carolina, and equal assurance that he will bring to them a message well worth while.

Secretary Connor intimates that he has other announcements of equal interest to make at an early date, but when urged to give them out now he shook his head, looked wise and said nothing.

A PLEA FOR HEARTY CO-OPERATION OF PARENTS.

By Hon. J. Y. Joyner, State Superintendent.

I wish to make an earnest plea to your readers who are patrons of the public schools for the active co-operation of the home with the school, of the parent with the teacher, in securing increased and regular attendance upon the public schools and in enforcing discipline and faithful and conscientious performance by the children of assigned school duties.

Statistics show that only 45 per cent of the total school population, between the ages of six and twenty-one, is in daily attendance upon the public schools; and only 63.7 per cent of the total number of children enrolled in the public schools attend daily during the session of the schools. It is impossible for any teacher, however interesting he may make the work of the school, and however faithful he may be in the performance of his duties, to secure regularity and puctuality of attendance or the faithful performance of school duties, especially of work assigned to be done out of school hours, without the hearty co-operation of parents at home.

Many parents do not realize that after a child begins to attend school, going to school should be and is his main business in life. As childhood is the habit-forming and character-building period or life, the manner in which he does his school work, and the business habits that he acquires in the performance of this main business of the formative period of his life, will determine the manner in which he will perform the main work of his life in the world as a man, will fix the business habits of his life and be most potent in the shaping of his character.

If he is allowed to be irregular in his attendance upon school, careless, slovenly and unsystematic in the performance of his other school duties, he will not only be unsuccessful in his school business, but he will almost certainly form and fix business habits that will doom him to failure in manhood in an exacting business world, where competition is growing sharper every day. The child that is allowed to stay away from school upon the slightest pretext of bad feeling, bad weather, or the placing of a day's pleasure before a day's duty at school, will almost inevitably grow into a man or a woman that will put pleasure before duty, that will be frequently found absent from his business and his post of duty upon the slightest pretext, that will lack that grit and strength of character that enable him to overcome obstacles and to perform unpleasant duties for duty's sake.

In the name of the child, for his future welfare, therefore, I most earnestly appeal to every parent to co-operate with the teacher of the child in securing regular and punctual attendance, prompt and faithful performance of every school duty, and prompt and cheerful obedience to every reasonable requirement of properly constituted authority in childhood, in the formative period of life, for the fountain of habits and the development of that strength that alone can give any reasonable assurance for success and service in manhood."

Teachers' Reading Course for Home Study

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A Four Year Course of Home Study for Teachers Leading to a Diploma for All Who Complete It

THIRD YEAR'S COURSE, 1911-1912

LESSON I.—"THE TEACHER AND THE SCHOOL," CHAPTERS I AND II.

PART I.

The Making of a Teacher.

CHAPTERS I. aud II.

Iu preparing outlines of study based on Colgrove's "The Teacher and the School" we shall have occasion to refer from time to time to McMurry's "How to Study," which was used in the course last year. There are also certain chapters in Briggs and Coffmau's "Reading in the Public Schools" that should likewise be read in connectiou witb this study. Two of these books are in the required list aud one (the last book mentioned) is in the recommended list.

So many teachers, however, need to study "Reading in the Public Schools" that it will be treated fully in this year's course.

CHAPTER I.

Scholarship as a Factor in Success.

In the makiug of a teacher, scholarship is giveu as the first factor. Why? (Pages 1-7.) Apply this to your own scholarship. Do you look over the lessons you are to teach? Do you even possess the books you are to teacher? How much scholarship do you possess that can be utilized on class?

Importance and Making of Scholarship.—If you have none, of course you are not a teacher. The first thing, tben, for you to do is to learn something—that is, get possessiou of some informatiou that you can use on class. Read page 6 carefully, and especially the last paragraph under "Importance of Scholarship."

Do teachers know really how to study—how to acquire knowledge? Read Chapter I., McMurry's "How to Study." Learn here cause. McMurry says that neither pupils now teachers, as a rule, know how to study. Suppose we remove this difficulty first.

After we have acquired scholarship, what is the meaning of it? (See Colgrove, page 7.)

How Scholarship Aids the Teacher.—(1) It creates interest in school work; (2) it prevents disorder; (3) it commands respect and confidence; (4) it secures and holds attention; (5) it inspires faithful study; and (6) it sets up ideals to be attained. This is the most important section in the chapter. Study it carefully, and see whether this author supports his six aids that scholar brings to the teacher.

After studying this chapter carefully, read Chapter I. of Briggs and Coffman's "Reading in the Public Schools." This chapter deals with the importance of reading.

CHAPTER II.

Professional Training and Growth.

Why Training is Necessary.—It is needless to say that professional training in North Carolina has been neglected. Why? The answer is given partly on pages 14-18. Can you give other reasons why it has been neglected in North Carolina?

But couditions have changed much within the last few years. There is a greater demand for the well trained teacher than ever before. Why? Read pages 18-20. Can you give other reasons for the sudden demand in North Carolina? What has our educational progress of the last ten years to do with it?

What Professional Training Includes.—Remember what was taught in the first chapter—that scholarship is the first essential. Professional training is useless unless you have something to teaoh; some knowledge or iuformation that other people ought to know; then there is a method of imparting that knowledge. This is fundamental.

What does professional training include? (Read pages 20.21.)

(1) Psychology. McMurry's How to Study contains a phase of psychology. (2) Method. Hamilton's Recitatiou and McMurry's Method of Recitation are good books on method. Tbis subject is also treated in Colgrove's The Teacher and the School. (3) School Management. This subject is treated somewhat fully in Colgrove's The Teacher and the School. (4) History of Education.

All of these courses are given in the Teacher's Reading Circle of this year except the last, and the teachers, as a whole, are not yet ready to take this one. Many teachers have studied History of Education, and many more sbould study it. All schools of education, or teachers' traing schools cover the courses as outlined above. In fact, this is the exact outline and order of the professional courses in the School of Education at Trinity College, Durham, N. C.

Advantages of Professional Training.—What are the advantages to be derived from a professional training? (Read pages 23-27.)

(1) It would prevent failure. How?

(2) Health is saved by such preparatiou. How does it affect health?

(3) Untrained teachers have no correct standards. How does it correct the standards?

(4) Experience alone is not sufficient. Why?

(5) It would tend to prevent costly experimenting on pupils. How?

Since these things are so, there are certain ways or means for a teacher to adopt iu securing tbis professional training. What are they? (Page 28.) Have you ever used them? A teacher should improve himself or herself while teachiug. How? (See page 29.)

Means of Professional Growth Open to Teachers.—The author gives five means of professional growth. (Pages 30-32.) Have you ever adopted one of these? Are they worth considering?

This outline of study should furnish excellent material for use in the County Associations.

A cbild that suffers no hardship is on the way to perdition. If notbing else, the school should teach accuracy, perseverance and endurance.—President James H. Baker,

News and Comment About Books

NOTES AND COMMENT.

Are you reading the Reading Circle books?

Cornell University, Ithaca, N. Y., is publishing a series of Studies in Education, the first number of which has just appeared. It is "Industrial Education," by Professor Dexter S. Kimball, and the price is 50 cents postpaid. It is a pamphlet that will be interesting to many of our readers.

It is well enough to read the library books, but it is good to have books of one's own. A good book is a good companion to have in your home, your room, at your elbow. How often do you buy a new book? Did you ever think how easily you may thus acquire as your daily associates the greatest minds of all time?

In the five or six thousand readers of **North Carolina Education** there must be many who are reading books, new or old, for diversion or study or for other reasons. Possibly the very book you are reading would help some other teacher, too, if its good points were only known. Write a note to **North Carolina Education** and tell about the book and why you like it.

The book notices in this department are intended to give information about the books mentioned, so that the reader of a notice may be able to determine whether the book is wanted or not. Since the publisher's address and usually the price also are given, the reader will, as a rule, be able to order without other correspondence any book that may be desired. But in ordering or writing, be sure to say that you saw the notice in **North Carolina Education**, published at Raleigh, N. C.

BOOK NOTICES.

Swett's Public Education in California. By John Swett. Cloth, 12-mo, 324 pages. Price, $1.00. American Book Company, New York, Cincinnati, and Chicago.

An interesting account of the origin and development of public education in California, with the author's personal reminiscences of half a century. As principal of grammer schools and of the Girls' High School, and Superintendent of Schools in San Francisco, and as State Superintendent of Public Instruction in California, he has always been in the vanguard of progress. The early struggles in founding the public school system, the fight against political dictation, the framing of the school laws and their various revisions, the growth of the system during its first half century, and the professional spirit of the teacher as exhibited in the present efficiency of the California schools, are set forth in a very readable manner.

Great Inventions and Discoveries. By Willis Duff Piercy. Cloth, 206 pages. Price, 40 cents. Illustrated. Charles E. Merrill Co., New York.

A compact and very interesting account of the great inventions, ranging from the printing press to the aeroplane, is contained in this little book. Being written with a view to school reading, the book is not technical, but has a spirit and a style that make it particularly readable. The subjects are of contemporary value and interest and, as such, should be attractive, not only to boys and girls, but to their elders as well. Mr. Piercy keeps in mind the human side of his theme, and shows forth the faith and perseverence that must animate inventors and discoverers. The volume is illustrated with portraits and other appropriate pictures, and in matter, style and interest, is a fine book for supplementary reading or for a gift.

Statesmen of the Old South; or From Radicalism to Conservative Revolt. By Wiliam E. Dodd, Ph.D., Professor of American History in the University of Chicago. 12mo, cloth, 242 pages. Price, $1.50 net. The Macmillan Company, New York.

Thomas Jefferson, John C. Calhoun, and Jefferson Davis are the three statesmen of the old South, whose teachings and times are discussed in this readable volume. Formerly delivered as lectures, these three articles are not wholly free from the style belonging to that form of composition; but they cannot be said to suffer any serious handicap on this account. The easy style, the compactness of treatment, the logical presentation, and the profound interest for the historical student which attaches to the opinions and activities of these three great leaders of the South, give to Professor Dodd's latest book qualities that should gain for it a wide reading among those who desire to understand the political movements in the days of the "Old South."

Reading in Public Schools. By Thomas H. Briggs, of the Department of English The Eastern Illinois State Normal, and Lotus D. Coffman, Supervisor of the Training School, The Eastern Illinois State Normal. 270 pages. Row, Peterson & Co., Chicago.

"I don't know of a book," says Superintendent Carmichael, of Durham, writing of **Reading in Public Schools**, "which could be used to greater practical advantage in our reading circle." It is a discussion of the whole subject of reading in the primary, intermediate, and grammar grades that can not fail to be helpful to the diligent teacher who reads its pages with care. And, indeed, the introductory chapter is not without genuine interest and real value to the lay reader. Under the heading of "Primary Reading," there are eleven chapters, discussing typical lessons, oral and silent reading, word drills, phonics, dramatic reading, seat work, pictures and memory work. Twelve chapters are devoted to the work of the Intermediate and Grammar grades, every one of them so fresh, practical, and interesting as to bear the clear mark of origin in real work. The last chapter is on "The Direction of Private Reading," and an index adds to the other merits of the volume. One of the authors, Mr. Briggs, is a North Carolinian and a native of Raleigh.

Stories of Shakespeare's Comedies. By H. A. Guerber. With Illustrations. Cloth, gilt top, 336 pages. Price, $1.25 net. **Stories of Shakespeare's Tragedies.** By the Same Author. With Illustrations. Cloth, gilt top, 349 pages. Price, $1.25 net. Dodd, Mead & Company, New York.

Here are two volumes which, unless our judgment widely errs, will meet a hearty welcome among those who have the care of young students of Shakespeare's plays. They are not written or cast upon the plan of Charles and Mary Lamb's Tales, which give in limpid classic narrative the thread of the story out of which the play is made, but in a style scarcely less interesting they give the story of the play itself as it is acted, thus explaining the acts and scenes as the play progresses and the plot develops. For instance, take The Midsummer's Night Dream. The story opens thus: "Act I. The rising curtain reveals a room in the royal parlor at Athens, where King Theseus is conversing with Hippolyta, the lady who is to become his wife within the next few days." The second paragraph begins: "The servant has barely disappeared, when Egeus, an Athenian citizen, is ushered in." Thus, in story form, a complete synopsis is given of the plot and characters. In olive green binding and gilt tops, with covers stamped in

gold, the volumes wear an attractive exterior worthy of their contents. The first volume appeared in October, 1910, the second is just from the press, and it is pleasing to have the information that a third, the story of Shakespeare's English Plays, is to follow. The three will form an admirable and very desirable "gate" to Shakespeare's plays.

English Poems. Selected and Edited with Illustrative and Explanatory Notes and Bibliographies. By Walter C. Bronson, Litt. D., Professor of English Literature, Brown University. In four volumes, 12 mo., cloth: **Early English and Middle English Periods**, 436 pages; **The Elizabethan Age and the Puritan Period**, 550 pages; **The Restoration and the Eighteenth Century**, 541 pages; **The Nineteenth Century**, 635 pages. School edition, $1.00 per volume, net; $1.15 per volume, postpaid. Library edition, gilt-top, heavier paper, $1.50 net per volume. Postage extra: 15 cents for first volume, 16 cents each for second and third volumes, 18 cents for the fourth volume. University of Chicago Press, Chicago.

This collection of English poems is intended primarily for use by college classes in English literature. As such a collection it stands foremost in range, completeness, convenience, ad equipment among the attempts of this kind with which we are acquainted. The selection and arrangement are such as to show clearly the development and decline of the successive schools, as well as the individual work of each significant poet. The selections, so far as possible, are complete poems, a feature worthy of consideration. The notes, concisely expressed, occupy nearly a hundred pages in each volume, and since they are printed in small type they amount to many times the actual volume of such equipment usually found in works of this kind. They contain explanations of words and allusions which the average college student might find obscure; statements by the poet or his friends that throw light on the poem; the poet's theory of poety, when this can be given in his own words; quotations which reveal his literary relationship or his methods of work; and extracts from contemporary criticism to show how the poet was received by his own generation. These extracts are a particularly interesting and valuable feature of the notes. The books are supplied with bibliographies, glossaries, and indices of authors, titles, and first lines. The series is particularly adapted to survey courses covering the entire field of English literature, but the separate volumes will ordinarily be found sufficient for courses in single periods. While the volumes form a series, they are not numbered; each volume may be used separately as a complete and independent survey of the period it covers. They are also admirably suited to the needs of the general reader and the library, and for these the "library edition," containing the same material but with heavier paper and more ornate binding, will prove a welcome and very desirable collection of English poetry, the best, in fact, that we happen to know of at so reasonable a price.

How the Compulsory School Law of Asheville Works.

The attendance at the public schools of Asheville has increased every year at a rapid rate and the authorities are constantly confronted with the problem of providing additional accommodation. The compulsory school law in Asheville, adopted several years ago, has worked splendidly and as a result many children are placed in school under the law who otherwise would never enter an institution of learning and would grow up in idleness and without an education. The parents of children are compelled to send them to school and in order to accommodate all the children the authorities every year find it necessary to provide additional class rooms and more teachers.

Other Changes in the State.

Principal E. E. Smith, of the Goldsboro Schools will spend this year at Teachers' College, Columbia University.

Principal W. C. Rankin, of the Durham city schools, has gone into the insurance and real estate business and is located at Shelby.

Mr. A. J. Barwick, chief clerk in the State Superintendent's office, will retire on October 1st, and will engage in the practice of law at Newton, N. C.

Mr. J. Lacy McLean, of Maxton, resigned as principal of the Concord Graded Schools to take an advanced course in Cornell University. Mr. Hinton McLeod, of Red Springs, succeeds him at Concord.

Professor Randolph, formerly of the Charlotte Graded Schools, has been elected Superintendent of the Monroe Schools, succeeding Supt. L. P. Wilson, who resigned to enter Columbia University.

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State School News

The Concord Schools have adopted the Palmer System of Business writing.

Stanley County will vote on the Farm-Life School the first Tuesday in November. An earlier date was first fixed, but a postponement was thought wise, and the election will be held on the above date.

Mr. J. W. Fitzgerald, of Davidson County, one of the county's best farmers, has made a conditional gift of $10,000 to Greensboro Female College, at Greensboro. The Trustees, in order to secure this big donation will raise $15,000. The money is to be used in erecting a $25,000 dormitory.

A number of the friends of the Spring Hill High School, Robeson County, spent two days the week before school opened in cleaning up around the school building and greatly adding to the appearance of things. The ladies of the community have taken the matter in hand and are determined to make the Spring Hill school buildings and grounds among the most attractive to be found anywhere.

Clement Graded School at Wallace, opened August 22 with 87 students, and now has about 125. The faculty of last session has been retained. Mr. J. E. Dowd, Superintendent, and Miss Anna B. Clements, Mrs. J. E. Dowd, Mrs. Lafayette Southerland, and Miss Susie Boney are assistants. Miss Madge Southerland is teacher of instrumental music. Superintendent Dowd expects an enrollment of 200 this year.

Concord Provides for Eleven Grades.

The Board of Trustees of the Concord Graded Schools passed an important act at the beginning of the present term.

It was decided that hereafter there shall be seven full grades below the High School and four grades in the High School, making eleven in all. This change will be brought about gradually by dividing what has been heretofore the "A" and "B" sections of the Seventh Grade.

Edgecombe County Scholarship.

The examination for the scholarship offered by the Edgecombe County Teachers' Association was held at St. Luke's Parish School building, Tarboro.

The following persons took the examination: Misses Laura Hammond, Amanda E. Watson, Mary E. Knight, Lida Dancy and Master Robert Ruffin.

Miss Amanda E. Watson made the highest average, which is 91 1-11, and therefore won the scholarship.

The scholarship committee: Mrs. S. P. Wimberly, Mrs. C. B. Hyman, Mr. W. A. Perry, Chairman.

Gaston County Working for Farm-Life Schools.

Gastonia, Sept. 11.—It looks now as if Gaston County stands a splendid chance of getting one of the farm-life schools. The matter has been taken up by the Farmers' Union and several rallies have been held. Already at least two sections of the county stand ready to donate the 25 acres of land required by the act of the General Assembly authorizing the establishment of these schools. The farmers are for it solidly and they believe that the Board of County Commissioners can be induced to appropriate the necessary $2,500 annually for its maintenance. It is believed that the school would be worth vastly more than that amount to the farming interests of the county.

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Second Meeting of Transylvania Teachers.

The teachers of Transylvania County met on Friday, September 1, in the graded school building at Brevard, and were in session two days. About forty teachers were in attendance. All who had commenced the year's work in August were permitted by the County Board of Education to suspeud work for Friday without loss of pay.

The exercises were opened Friday morning by Rev. J. R. Owen, pastor of the Brevard Baptist Church.

The first subject discussed was "The Relation of Library to Schoolroom Work." M. D. Hardin, of Quebec, addressed the association, giving some practical suggestions as to ways in which the books of the library could be used in the school in connection with the regular lessons and otherwise.

A lesson in drawing was given by Miss Hattie Aiken. During this lesson the black board was used to emphasize the ideas taught. This was quite a practical lesson in which the teachers were given work to do.

During the first day's session the County Betterment Association was re-organized with Miss Hattie Aiken as President; Miss Georgia Bell, Vice President; Miss Florida Cantrell, Secretary, and Miss Julia Deaver, Treasurer.

On Friday evening the teacher's had the pleasure of hearing Dr. Eugene Gudger, of the State Normal, at Greensboro. Dr. Gudger indulged in a few reminiscences, going back twenty-two years and recalling the time when he taught in this conuty. He said that Brevard school building was one of the best of its kind in the State, and spoke highly of the conveniences inaugurated by its first principal, Mr. Estes. Dr. Gudger's talk throughout was forcible and practical and held the undivided attention of his hearers.

Saturday's program was opened by Rev. C. S. Kirkpatrick, pastor of Brevard Methodist Church, who led in devotions and deduced some lessons from the Scripture text applicable to teachers.

The first subject presented Saturday morning was "How to Study," given by J. P. Bennett. It was practically a lesson from McMurry's How to Study, one of the books in the reading course for the current year. The main idea brought out by Mr. Bennett was the importance of having specific aims as a motive power in study.

Supt. T. C. Henderson made a practical talk on "Tests of Hearing and Vision." He showed that among dull pupils a large per cent have defects in sight or hearing, while among bright ones this per cent is small. Tests, he said, could be made by the teacher, almost if not altogether as well as by a regular physician, and he illustrated this by giving a practictal test in hearing a watch tick at various distances, and by the use of the Snellen Test Sheet for vision.

Other subjects which were interestingly and profitably discussed were "How to Tell tories to Children," by Miss Cora Willson; "The Teacher's Part in Securing Compulsory Attendance," by Miles Reece, and "Mistakes in Teaching," by A. B. Riley.

After the conclusion of the set program, the teachers had the pleasure of hearing Miss Beall, of Greensboro, representing the After-School Club. Miss Beall entertained the teachers and a number of children who were present with a number of charming stories.

The next session of the Transylvania Teachers' Association will be held at Brevard on Friday and Saturday, October 27 and 28.

"We hope to be ready," writes Supt. J. R. Ware, from Seaboard, "to occupy our new school building by November 1st. We have a most excellent building nearing completiou, the cost being about $6,000."

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Mr. Thornwell Haynes at High Point.

The Southern School News, of Columbia, S. C., has the following very complimentary notice of High Point's new Superintendent:

"Thornwell Haynes, who for the past two years has been principal at Central, S. C., has taken charge of the High Point Graded Schools, High Point, N. C., as Superintendent. Mr. Haynes has had wide experience as a superintendent and was for a number of years in the diplomatic service of the United States Government, having been consul at Singapore and other places. Mr. Haynes is a South Carolinian by birth and received his education at Wofford College, Spartanburg, S. C., being an A.B. of this institution, graduating in 1893. After graduation he entered Vanderbilt University, Nashville, Tenn., taking his A.M. degree in 1894. Mr. Haynes has been eminently successful in his school work in this State, has steadily risen in his profession and now ranks as one of the leading schoolmen of South Carolina."

Duplin to Have a County Commencement.

At a meeting of the High School Principals and Superintendents with County Superintendent M. H. Woolen at Magnolia, it was unanimously decided to have a County School Commencement this school year, at such a time and place as the County Superintendent may desire. Superintendents Tart, of Warsaw, and Dowd, of Wallace, were appointed a committee of arrangement.

Students must make an average of 80 per cent in their respective schools to receive a certificate of proficiency at the County Commencement. This certificate will admit holders into any of our State High Schools.

A resolution was adopted favoring the movement pertaining to a farm-life school in Duplin.

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Supt. Craven and Teachers Studying Northern Schools.

Supt. Harry B. Craven, of New Bern, in accordance with his custom, spent a week or ten days just before the opening of his schools in Northern States visiting and studying the city school systems. With him were: Misses Mollie Heath, Mamie Hay, Nina Basnight, Eleanor Marshall, Fannie Howerton, Ruth Berry, Annie Chadwick, Edna Searight, Mrs. Howard and Mr. Otto J. Rock. The left on September 17th for Norfolk, from which place they went to Boston, Mass., where they studied the methods being used in the public schools of that city. After they left Boston they went to New York City, where they spent three or four days in looking over and inspecting the methods in the schools of that city. Notes were taken by each one of the teachers and upon their return to New Bern meetings will be held in the school auditorium and these notes of the various methods used in the Northern schools will be explained and discussed.

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Swain County Teachers.

The first meeting of the year for the teachers of Swain County was held Saturday, September 16th, at the graded school building in Bryson City. Thirty-eight teachers were present, which fact is indeed encouraging, since heretofore it has been some difficulty to get the teachers to attend these meetings.

Prof. Eugene Harris was elected President of the association, and with his able leadership we are expecting to have some very interesting teachers' meetings during the school year.

We had no formal program for the day, but, instead, a general round-table discussion of some important school-room problems. This was entered into heartily and proved to be enjoyable as well as instructive.

The prospect for the schools in this county this year is better than ever before and it may be said that we have the ablest corps of teachers that we have ever been able to secure.

The teachers' meetings are to be held once a month and with such bright prospects in the beginning, we hope to have several interesting programs of which to tell you during the months to come. E. H.

Craven County Locates the Farm-Life School.

On the morning of September 18th, the Board of Trustees of the Craven County Farm-Life School met at the office of Supt. I. M. Brinson for the purpose of deciding upon a location for that institution. Every member of the board was present, and from the general appearance of thiugs at the starting of the meeting, it seemed that each member wanted the school located in a different township from that which his neighbor had decided upon.

All through the morning the board went over the advantages of the various sites offered by the different townships and discussed the merits of each. At noon they were no nearer a conclusion tha when they first started. Later on in the afternoon the locations had been thinned out to two places, Thurman in No. 7 Township, and Vanceboro, in No. 1 Township. Balloting was then begun, but not until the fifty-eighth ballot had been cast was the location settled, Vanceboro being selected. The people of No. 1 Township have worked exceedingly hard to secure this school and they deserved to be rewarded. Their site is an excellent one and was highly complimented by the first board.

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Mr. John A. Oates is chairman of both the City and County Boards of Education, and with Supt. B. T. McBryde, of the County, and Supt. W. S. Snipes, of the City, form an irresistible working brigade for the betterment of educational conditions.

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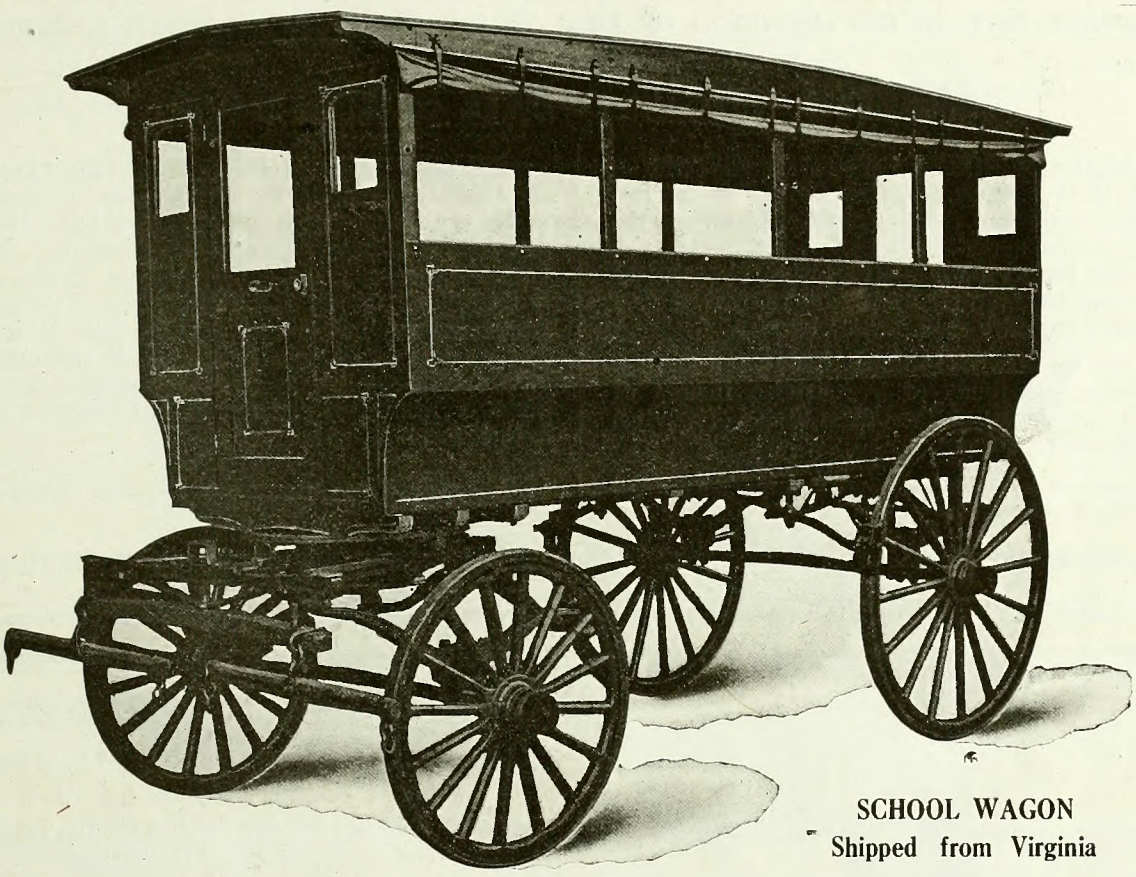

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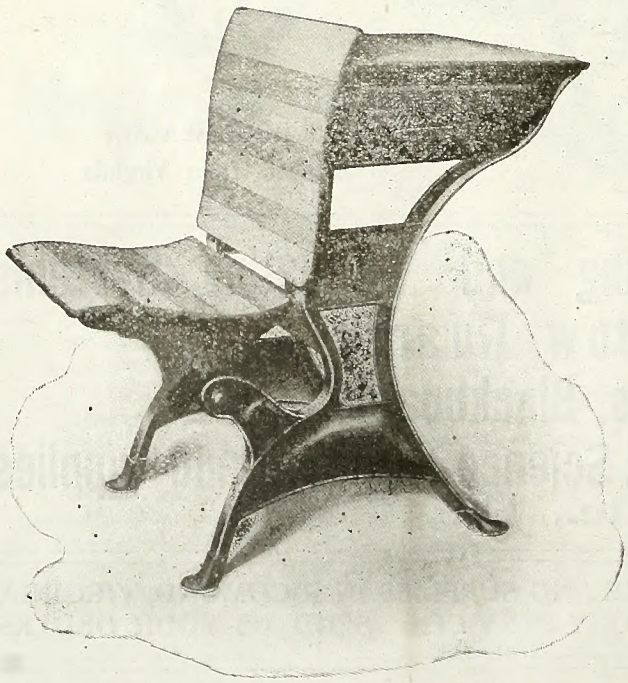

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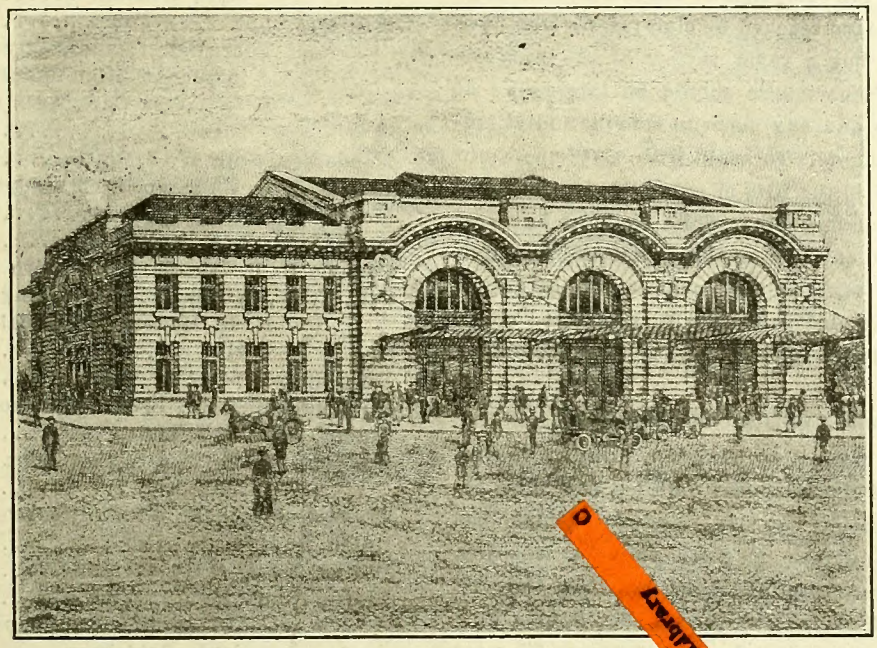

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OUR CAMPAIGN FOR 6,000 SUBSCRIBERS

There are one hundred counties in North Carolina and 11,216 teachers, an average of 112 teachers to each county. Of these, 8,422 are white and 2,794 colored. In the last number of **North Carolina Education** was announced the beginning of our campaign to secure as subscribers this year **a full 60 per cent of the teachers in every county** as a minimum, and 100 per cent wherever possible. This is the mark set for attainment by the County Superintendents' Association. If this 60 per cent in every county and can be secured, this year's mile post will be reached and a good start be made toward a still higher mark in future campaigns.

It is too early in the campaign to begin a general computation of percentages reached by club-raisers who have reported thus far, but a rapid review of the progress made in this year's campaign should be interesting at least to our county and city superintendents and stimulating to all club-makers. To begin with, sixty-one counties are represented in the lists of subscribers received to date. That does not mean that these counties have yet sent in 60 per cent of their teachers; but the fact that more than 60 per cent of the counties should get to work and should respond so soon with good-sized clubs, is to be considered a fine start toward the 6,000-mark aimed at.

Some Banner Clubs Already Received.

Space and time are not at hand for printing the returns from each of the sixty-one counties that have responded. The splendid showing, however, which has been made by a number of these counties is worth mentioning for the sake of the good examples they afford. At the head of the list for number stands Forsyth County with 133 subscribers. Of these, 77 were forwarded by County Superintendent W. B. Speas and 56 by City Superintendent R. H. Latham of the Winston Schools. This is 70 per cent of all the teachers in Forsyth and over 88 per cent of the number of white teachers credited to Forsyth in Superintendent Joyner's latest report. Mr. Latham's list is the banner club thus far received from any city superintendent. Besides his list of 56, one teacher subscribed direct, making 57 in all, which is 100 per cent of the Winston teachers according to Superintendent Joyner's statistical report. Good for Winston and Forsyth!

The largest club so far received direct from any County Superintendent alone was sent in by Supt. F. T. Wooten of Columbus and contained 102 subscribers. This is more than 84 per cent of the number of white teachers and more than 63 per cent of all the teachers credited to Columbus County in the State Department's latest statistical report.

A Few Counties That Have Reported.

A condensed report from a few counties will be interesting to other club-raisers:

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Anson, Supt. J. C. Crawford		30
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Catawba, Supt. G. E. Long	39	
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Union, Supt. R. N. Nishet		24
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Wayne, Supt. E. T. Atkinson	41	
J. E. Avent, City, Superintendent, Goldsboro	13	54

Besides those already mentioned, Supt. I. C. Griffin has sent clubs from different points amounting to 44 subscribers and a large number of smaller lists have been received from other county and city superintendents, making up 61 counties in all.

All at it Till the Mark is Reached,

There ought to be a report, and we hope to have a report with a good percentage club, from every one of the 100 counties in the State when the County Superintendents' Association meets in Raleigh November 29th-December 2nd. As soon as we can do so, it is our purpose to issue a monthly bulletin, showing circulation and percentages in each county, which will be sent to every County Superintendent, and to any others who may request it. We are doing what we can to give the teachers and school officers a journal that will help them in their every-day work, and we want to be sending it to at least 6,000 people before the first of next January. All at it, and always at it, will bring us to that mark.

Your hearty co-workers,

BROOKS & MARSHALL.

Raleigh, N. C., Oct. 30, 1911.

TEACHERS' ASSEMBLY MEETS IN RALEIGH NOV. 29--DEC. 2

The twenty-eighth annual session of the North Carolina Teachers' Assembly will convene in the magnificent new auditorium, just completed, in the city of Raleigh, Wednesday evening, November 29th, next, and will continue in session until noon of Saturday, December 2nd.

In many respects this session will be the most notable in the long and remarkable history of the Assembly. It will be the first session held during the school term and this fact in itself is noteworthy. In making this change the Assembly is simply keeping abreast of the most progressive kindred organizations in the country, nearly all of which have adopted the policy of meeting during the school term. In every instance the change has been found to have a most important effect on the work of the associations. In the first place conflict with summer schools and teachers' institutes is avoided. In the second place, and most important of all, teachers attend their associations while their minds are on their work and returning from the session to their schools carry with them immediately into their school-rooms whatever new ideas and inspiration they obtain from the meeting.

Another notable feature of the coming session is that for the first time, all the kindred educational organizations of the State,—the Association of Primary Teachers, the Association of County Superintendents, the Association of Grammar Grade Teachers, and the Association of City Superintendents and Principals,—will meet at the same time and place. During the last week of November and the first week of December, therefore, Raleigh will be the Mecca of North Carolina school teachers, and the teacher who stays at home from this great meeting is going to feel "mighty lonesome."

A Practical Program for Real Teachers.

The program has not yet been completed, but enough has been arranged to make it evident that it is to be the most practical program ever arranged for the Assembly. Sky-scraping oratory, erudite philosophical discussions of psychological problems comprehended neither by the speaker nor by his audience, learned discourses on ideal educational systems to which North Carolina can not hope to attain within a thousand and one years, and all kindred topics designed to display the speakers' learning rather than to benefit the listeners, are carefully avoided. The topics to be discussed are the everyday problems which the average North Carolina teacher meets with not only daily but hourly and problems lying at the very foundation of their professional welfare. The discussions will be conducted by those who are studying these problems and have something to say worth saying and worth hearing. Such a program cannot fail to interest and benefit every true teacher who regards the work as a real and noble profession rather than as a steppingstone to a career in the law, in business, in matrimony or some other equally meritorious destiny. For the person who is teaching as a past-time this program has no appeal, it was not intended to have; but for the real, professional teacher we venture the opinion that it is the best program presented by the Assembly in many a year.

Some of the Speakers on the Program.

The program has not yet been completed and could not be announced in time for this issue of **North Carolina Education**, but Secretary Connor says that definite arrangements have been made with the following to take parts in the discussions:

Miss Nan L. Mildren, formerly supervisor of primary schools in Talbot, Frederick and Caroline Counties, Maryland, and instructor in the University of Pennsylvania Summer School of Methods.

Miss Lida B. Earhart, of the Public Schools of the City of New York.

Dr. Carroll G. Pearce, Superintendent of the City Schools of Milwaukee and President of the National Educational Association.

Rev. John E. White, pastor of the Second Baptist Church of Atlanta, Ga., who will preach the Thanksgiving Day sermon.

Mr. Charles L. Coon, President of the North Carolina Teachers' Assembly and Superintendent of the Public Schools of Wilson.

Miss Etta Spier, of the State Normal and Industrial College.

Mr. C. W. Wilson, Professor of Pedagogy in the East Carolina Teachers' Training School.

Miss Janet McKenzie, of the Greensboro Public Schools.

Miss Pearl Cross, of the Public Schools of Raleigh.

Miss Susie Fulghum, of the Public Schools of Chapel Hill.

Miss Lily Jones, of the Public Schools of Durham.

Miss Orpah Dabney, of the East Carolina Teachers' Training School.

Miss Mary O. Graham, of the State Normal and Industrial College, President of the State Association of Primary Teachers.

Miss Annie B. Jarvis, of the Public Schools of Washington.

Mr. R. H. Latham, Superintendent of the Public Schools of Winston.

Mr. R. J. Tighe, Superintendent of the Public Schools of Asheville.

Mr. R. A. Merritt, State Normal and Industrial College.

Miss Nelle Armfield, Statesville Public Schools.

Mr. N. C. Newbold, Superintendent of the Public Schools of Washington.

Mr. J. A. Matheson, Professor of Pedagogy in the State Normal and Industrial College.

Mr. M. C. S. Noble, Professor of Pedagogy in the University of North Carolina.

Mr. E. C. Brooks, Professor of Education in Trinity College.

Mr. S. B. Underwood, Superintendent of the Public Schools of Kinston.

Dr. J. L. Mann, Superintendent of the Public Schools of Greensboro.

Mr. Frederick Archer, Principal of the Public High School of Wilson.

Dr. H. W. Chase, Professor of the Philosophy of Education in the University of North Carolina.

Mr. J. H. Highsmith, Professor of Pedagogy in Wake Forest College.

Mr. E. D. Pusey, Superintendent of the Public Schools of Laurinburg.

Mr. H. B. Craven, Superintendent of the Public Schools of New Bern.

Mr. J. A. Bivins, of the State Department of Education.

Mr. J. P. Breedlove, Librarian of Trinity College.

Miss Marion Stevens, of the Public Schools of Goldsboro.

Mr. D. F. Giles, Superintendent of the Public Schools of McDowell County.

Miss Johnsie Coit, of the Public Schools of Salisbury.

Miss Anna Meade Michaux, State Normal and Industrial College.

When completed a copy of the Assembly program will be mailed to any teacher, or other person,, requesting it. For information, address the Secretary, Mr. R. D. W. Connor, Raleigh, N. C.

DEPARTMENT OF COUNTY SUPERINTENDENTS.

(Hall of House of Representatives.)

The program of the Association of County Superintendents prepared by the State Superintendent of Public Instruction comes to hand just as we go to press. It is as follows:

WEDNESDAY.

Morning session from 10:00 to 1:00 p. m.
Afternoon session from 2:30 to 5:00.

Supervision and Administration.

I. (a) Visitation of schools and inspection of the work.
(b) Utilization of the results thereof.

II. Keeping in touch with the work of each teacher and the school during the entire school term, for helpful stimulation and direction thereof.

III. Selection and employment of the best available teachers.

IV. Organization of school committeemen and stimulation and direction of their work.

V. How to secure the active co-operation of patrons.

(a) Rural school improvement clubs.
(b) The country newspaper.
(c) Printed annual reports.
(d) Public meetings and addresses.
(e) Local school exercises and exhibits.
(f) County commencements and exhibits.

THURSDAY.

Morning session from 11:00 to 1:00 p. m.
Afternoon session from 3:00 to 5:00.

Work of the School.

I. Sanitation and medical inspection of school children.
(a) Duty of teacher and County Superintendent of Schools.
(b) Duty of County Superintendent of Health.

II. Agricultural and vocational instruction.
(a) In elementary schools.
(b) In the high schools and county farm-life schools.

III. Course of study, gradation, and systematization.

IV. How to use the rural libraries to stimulate interest in school work.

FRIDAY.

Morning Session from 9:30 to 1:30 p. m.

Improvement of Teaching Force.

I. Reports of work done.

II. Best use of present means for teacher-improvement.
(a) County Teachers' Associations.
(b) County Institutes.
(c) Teachers' Reading Circles.

III. Suggestions for improving and supplementing these agencies.

IV. Examination, gradation and certification of teachers.

"A cheerful spirit gets on quick,
A grumbler in the mud will stick."

A LETTER FROM SUPERINTENDENT JOYNER.

The following letter addressed to the members of Boards of Education and school committeemen has been issued by the State Superintendent of Public Instruction:

To the Members of Boards of Education and School Committeemen.

Dear Sirs:—For twenty-eight years the North Carolina Teachers' Assembly has been one of the most helpful agencies in the educational progress of the State and in the professional improvement and inspiration of the teachers of the State.

In the hope of securing a larger attendance and of reaching the teachers during the school term, so as to enable them to carry back to their schools, without delay or cooling time, the information and enthusiasm received from the greatest educational conference held in the State, it has been deemed wisest by the officers of the Assembly to change the date of its meeting from the summer vacation to Thanksgiving week. The dates this year are November 29th to December 2nd. The session will be held at Raleigh.

Every educational organization in the State has arranged to hold its annual meeting at this time in conjunction with the North Carolina Teachers' Assembly. The indications are that this will be the greatest gathering of representative teachers held in North Carolina during the past decade. The teachers of your county would be greatly benefited by attending this meeting, and ought to be given an opportunity to attend. I feel sure that their professional horizon would be greatly broadened, their professional spirit quickened, and their knowledge and zeal increased.

In the interest of the teachers and the cause of education in your county, I beg to urge, therefore, that you will arrange for every teacher desiring to attend the meeting of the North Carolina Teachers' Assembly to be absent from school Thursday, November 30th, which is a legal holiday, and Friday, December 1st. This will necessitate absence for only one legal school day. I feel confident that the benefits to the teacher and to the cause of education in your county will far more than outweigh any small loss or inconvenience that may result from one day's absence from school.

Very truly yours, J. Y. JOYNER,
Superintendent Public Instruction.

BOARDING PLACES AND PRICES.

Boarding Houses.

Mrs. Rosa Welch, 104 North McDowell Street; $1.50 per day.

Mrs. Wiley M. Rogers, 118 North Wilmington Street; $2.00 per day.

The Elms, Hillsboro Street—two in room, $2.00 per day; one in room, $2.50 per day.

Mrs. Flora Heflin, 116 South McDowell Street; $1.50 per day.

Mrs. R. G. Reid, 118 North McDowell Street, $1.00 per day.

Hotels.

Capitol Inn, American plan; $1.25 per day.

Hotel Raleigh, American plan; two in room without bath, $2.50. One in room without bath, $3.00. One in room with private bath, $3.50.

Wright's Hotel, European plan; $1.00 to $2.00 per day:

Hotel Giersch, European plan; $1.00 per day.

REVENGEFUL ANIMALS AND SYMPATHETIC PLANTS

(The Second of a Series of Cherokee Indian Myths of Western North Carolina, the first having appeared in the October Number of North Carolina Education.)

By W. M. Marr, Trinity College.

During the long ages previous to the coming of man into the world the beasts of the forest, the birds of the air, the fishes of the sea, and all insects governed the world and there was harmony. The animals could talk one with another. They had their hours and tribal organizations the same as man to-day. It is true, that even for a time after the coming of the red man peace still reigned, and everything went well with all iving things.

But when the human race began to grow and multiply, there was not room and food enough for all, the large expanse of territory belonging to the different animals was encroached upon from every side, and they soon found their land going from them. Moreover, the red man was inventing implements of war, such as the club, the bow, the knife, the spear, and the tomahawk, and using them to kill the different animals for food and clothing. Some were being trod upon carelessly and contemptuously without man's heeding the afflictions and sufferings so administered. Such a state of affairs led all the animals to resolve to consult among themselves and devise plans for their safety. Otherwise the red man would soon kill all the animals.

The Bears Hold a Meeting.

Now, the bears had a town house of their own under Kuwa'hi Mountain, known to the whites as Clingman's Dome, at the head of the left prong of Deep Creek, in Swain County. The bears, therefore, agreed to set the pace for the others, and a meeting was called at the order of White Bear, and bears came from everywhere to be present at this meeting, for the trouble was serious.

Chief White Bear presided, and all the bears sat around him and listened to his talk of the deeds of the red man. Then each bear told of the dangers that were thrown in his way. It was a serious meeting, and they had met to find a way out of the difficulty. Finally Brown Bear, who was sometimes called Big Mouth because of the many words spoken by him, arose and began thus:

"Oh, chief, the red man is our enemy. He fixes snares across our trail. He tracks us with his dog. He lies in wait for us and shoots arrows in our flesh. He steals on us with his tomahawk. He slays us with his hand. He takes our flesh for food. He keeps his body warm with our skin. He sleeps upon our hair at night. He may fall upon us even here."

And imediately every bear jumped up, looked wildly about him, turned around, and sat down again.

"He has stolen my cubs," continued Brown Bear. "He has killed my brother. I have seen his skin hanging about the wigwam. He will kill us all."

And there was great excitement in the council. Many questions were asked.

"What weapons does man use to kill us?" Little Bear asked.

"Bows and arrows, and traps," was the reply.

"What are they made of?" asked another member.

"The bow is made of wood, and the string is made of our bowels," was the answer.

"Let us fight," said Spotted Bear. "Let us make some bows and arrows, Let us kill the red man with his own weapons."

This was unanimously agreed upon, and Brown Bear was appointed to secure a good locust stick for the bow, and make the test.

Rainbow Bear then stood up and spoke.

"Slay me. Take my bowels for bow strings. The red man must die."

The sacrifice was made, and the bow was soon ready for a trial. Brown Bear took hold, and after drawing the string, let the arrow fly, but his long claws caught in the string and ruined the shot.

"This will never do," said Bold Bear. "Everybody who shoots must trim his claws."

It was agreed upon, and Brown Bear was the first to gnaw off his claws. He then tried the bow again. This time his aim was good, and the arrow went straight to the mark.

With the air of a prophet Chief White Bear, who had been quite serious all the time, spoke aloud.

"Bears must have claws. They must climb trees. They must dig in the earth for food. They must have claws to fight with. Man fights with man's weapons. Bears must fight with bear's weapons."

Already Rainbow Bear had given up his life and Brown Bear had lost his claws, and nothing was agreed upon except that bears must learn man's wisdom and fight with bear weapons.

In all the learning of the bear clan no better plan could be found. Chief White Bear, therefore, dismissed the council, and the bears scattered pell-mell into the forests, the thickets, and caves without having found a way to decrease the number of the red men.

The Deer Hold a Meeting.

In the forks of Deep Creek not very far from the bear's town-house, was the home of the deer tribe. A council meeting was called by Chief Little Deer to be held immediately. A great host of deer assembled at the appointed time, and many were the complaints told in the council. As a characteristic of this clan, the deer finished their business in short order. A definite plan was adopted and made forever final. To Lightning Deer was given the power of effective speech, and he stood up and spoke as follows:

"The red man is our enemy. He is killing our tribe one by one. He eats our flesh. He makes his clothes of deer skin. He is our enemy. Listen, ye animals of the forest. The red man shall be stricken. He who kills one of our number without asking forgiveness shall be stricken with a disease."

The deer all raised their voices with joy and excitement, for the red man would be punished; and then disappeared in the forest. As a result, every hunter who kills a deer without asking forgiveness of the spirit of the deer contracts the terrible disease of rheumatism. Little Deer, who is as quick as lightning, and can become invisible at will, goes quickly to the dead deer, bends over the blood stains and asked the spirit of the deed if the hunter has asked forgiveness for his deed. If the spirit replies "Yes," the hunter's life is safe. But if the spirit says "No," the hunter's tracks are followed by Little Deer until he reaches the wigwam where he

(Continued on page 19.)

MAN'S EARLY STRUGGLE FOR FOOD

By E. C. Brooks, Chair of Education, Trinity College.

The first instinct of the animal kingdom is to provide food for the needs of the hody. The body is sensitive to many things, but prohahly more so to the pangs of hunger than to all other stimuli. When the weakening organs hegin to call for support and the life currents hegin to draw heavily on the stored up energy of the body all the native hahits of the individual are greatly exaggerated or undergo a sudden change. In the lower animals, whether we consider the common earth-worm or the monarch of the forest, the effect is the same. Among the races of men, whether we consider the most heastly cannihal that feeds on the captives taken in war or the most exalted ruler of the universe, the instinct is still the same. Hunger turns a king into a savage heast, takes away a mother's love and drives her to feed on her child; it fills the slums of our cities with thieves and thugs, makes null and void all law and order, and turns men into demons.

Animal Instinct and Structure.

To be intensely hungry is so unnatural that when this law is broken, all laws are broken. Therefore nature has endowed every individual, whether the worm, the lion, or the king with complete organs for securing food. The dog, the fox, the cat, and other animals of their kinds, have a keen scent which leads them to food. The hog has a stout nose for rooting, the chicken long claws for scratching, the wolf dangerous fangs for tearing the prey in pieces, and so on through the entire animal kingdom, each is endowed in accordance with its nature for providing itself with food.

There are many different kinds of animals, and one kind feeds on another kind. Therefore, the structure of each must he provided with organs for fighting or escaping its natural enemy. The deer has his swift feet, the hird his rapid wings, the porcupine his prickly quills, while the lion's strength makes him king of beasts.

In all this struggle for food among the lower animals, some of them depend upon roots, herhs, leaves, and grasses like the deer or horse, while others feed upon other animals, like the tiger or the lion. But in either case they take the food in its raw state and eat it as nature provided it. The heast of the forest takes no thought for the morrow. He eats of what he finds to-day until the body is satisfied. Then much of his vicious nature disappears and he drowses lazily his time away until the pangs of hunger begin to appear and drive him forth again. He is unahle to provide for the future and hunger is his greatest enemy and greatest stimulus to action.

Superiority of Man Over the Lower Animal.

The superiority of man over the lower animal is well illustrated hy this ancient Greek story told hy Plato:

"'Once upon a time there were gods only, and no mortal creatures. But when the time came that animals also should he created, the gods fashioned them out of earth and fire and various mixtures; and when they were about to hring them into the light of day, they ordered Prometheus and Epimethus to equip them, and to distrihute to them severally their proper qualities. Epimetheus said to Prometheus:

" 'Let me distrihute and do you inspect.'

"This was agreed, and Epimethus made the distrihution. There were some to whom he gave strength without swiftness, or again swiftness without strength; some he armed and others he left unarmed; and devised for the latter some other means of preservation, making some large, and having their size as a protection, and others small, whose nature was to fly in the air or hurrow in the ground. This was to he their way of escape. Thus did he compensate them with the view of preventing any race from hecoming extinct. And when he had provided against their destruction by one another, he contrived also a means of protecting them against the seasons; clothing them with close hair and thick skins sufficient to defend them against the cold and heat, and for a natural hed of their own when they wanted to rest. He furnished them also with hoofs and hair and hard and callous skins under their feet. Then he gave them varieties of food—to some herbs of the soil, to others fruits of trees, and to others roots, and to some again he gave other animals as food. In this way the race was preserved.

"Epimethus, however, not being very wise, forgot that he had distrihuted among the brute animals all the qualities that he had to give, and when he came to man, who was still unprovided, he was terrihly perplexed. Now, while he was in this perplexity, Prometheus came to inspect the distrihution, and he found that the other animals were suitahly furnished, hut that man alone was naked and shoeless and had neither hed nor arms of defense. The appointed hour was approaching in which man was to go forth into the light of day; and Prometheus not knowing how he could devise his salvation, stole the art of working in metals and fire from the gods and gave to man the foresight and wisdom necessary to the support of life."

One fundamental difference, therefore, between the lower animals and man is the former must use what he can find in nature without change, while man has the wisdom to change all things around him and the foresight to store up for future against the demands of the future. The animal walks always with his face toward the ground, always looking for what is prepared hy nature for his use; man walks erect with his head up looking always beyond him.

Wisdom and Foresight Slow in Developing.

Since man in his daily life differs from the lower animals according to the amount and wisdom he displays, it is interesting to study different people and their characteristics—how they live, what foresight they have, what food they eat, and what wisdom they display in securing and preparing this food.

There are races of people so much like the hrute that they lahor only so long as they are hungry or uncomfortahle. In Africa or South America there are certain very promitive races living more like heasts than men. They roam about from place to place sleeping in caves or thick underhrush. They feed chiefly on roots, fruit, snails, grasshoppers, and ants. They have few cooking utensils. A stone or a hole in the ground is all they need. They gorge themselves to-day and sleep until hunger calls them to action. There is little foresight. There is no wisdom. Man has not yet found himself; for he is truly a brother to the ox, and has not yet learned how to live as a man.

The North American Indian was even superior to these brutish men. Among the former we see the heginnings of wisdom. The Indian had found the gifts of Prome-

theus. He had learned the art of making superior weapons; he had stone mortors for grinding his grain; he knew how to dry his meat and lay it away for future use; he had learned to bury his grain in the ground and wait for it to bring forth again; he had learned to lay up the unused portions of his food for future time.

There is co-operation in the home. Father and son engage in hunting and fishing. They secure the animal food for the home. The mother and the daughters cultivate the patches around the wigwam and provide the vegetable food for the home. It is quite probable, therefore, that woman invented agriculture and was the first to understand the art of sowing and reaping.

The wild animals are taken captive for food. There is more food than necessary for immediate use. The animal is kept around the house until demanded for food. Gradually the animal loses his wild nature and we have our first domestic animal, the dog.

The women in the cultivation of the soil were governed in their selection of food by the native food plants in their community, and by the ease with which that food could be preserved for future use. The cereal foods, therefore, would naturaly sepersede the tubers and the bread fruits even in tropical or semi-tropical countries—because the cereals are easily preserved in warm or cold climates. As man learned to tame the animal in order that he might have food when in need, so women learned to reap more than they had sown and lay it away. This was the beginning of wealth. The gift of Prometheus was discovered by the races.

Effect of This Gift on Racial Development.

The individual without foresight rarely thinks at all. Being controlled by his appetite, he is occupied only with the present. When hungry he, like the beast, goes about seeking food. He has no home. He is merely a wonder on the face of the earth. Such an individual is, therefore, cut off from the pleasures of memory, and the world of fancy is altogether unknown to him. He is still a beast, but capable of becoming a human being.

In domesticating the animal his sympathy for created things broaden and his interest for the first time falls on something outside of self. Having to wait for the plant to grow and mature caused families and tribes to become less nomatic. Rude huts were built; home life thus began; family ties were strengthened; love for family connections was added to sympathy for domestic animals; and all the finer attributes began to develop.

Man next began to recognize a power in the world around him. The dog aided him in the chase. He gradually, therefore, ceased to become a food and instead became an important means in securing food. The next animals domesticated were the sheep and the goat and the cow. They were of double value because the milk was a wholesome food and could be preserved in the form of cheese and butter. Next came the ass, the horse, and the camel. Being first used as a food ,they finally became beast of burden, or rather a means for securing food and an aid in fighting the enemies of the tribes. Lastly, came the fowls of the air—the goose, the duck, the peacock, the pigeon, the hen,—and the wild hog.

But man had been domesticating animals that live chiefly on the products of the soil. In order to support them, therefore, he must increase their food supply. Tilling the soil, however, is laborious, and primitive man has no love of work for its own sake. Man was content for the women to scratch the soil and make the best of it. But the needs of the family were increasing. The ox, the ass, and the horse were now brought into use. Captives taken in war came to the aid of the women, and agriculture, as an important industry, was begun.

The Germans in the time of Cæsar were not devoted to agriculture, but lived chiefly on flesh, milk, and cheese, and wild fruit. Attila, chief of the Huns, "ate nothing but meat on a wooden trencher." By the year 800 A. D., however, conditions had changed considerably. Meatwas the principal food, but the cereals are beginning to assume an importance not hitherto noticed among the teutonic people, and the art of cooking was receiving some attention.

Like Food Like Animals.

Like food like animals. It may be difficult to prove that certain kinds of food produce certain traits of character. Wherever mankind roams wild, naked in body, save for the coarse hair that covers him, and digs in marshy places for roots which he eats raw, we know that he is not far removed from the hog that goes to the same place and roots among the mud and trash for the same kind of food. Our German ancestors that prowled around with a club in his hand and slept in caves or lodged in trees may have been superior to the bear or the lion, but when history tells us that he fed on raw meat and drank blood, that he could tear his enemie's heart out and eat it raw, we know he was little superior spiritually to the lion or the tiger that fed on similar food and lay in wait for his enemy, and at the appointed time, tore him limb from limb, and after feeding on the flesh until the stomach was full, lapped up the blood and strolled lazily away;and we are compelled to repeat again: like food like animals.

Care in the selection and the preparation of food is, therefore, the beginning of civilization.

SCHEDULE FOR HOME STUDY.

Superintendent I. C. Griffin of the Marion schools has arranged the following schedule for home study:

Third Grade:

Reading,	20 minutes
Spelling,	15 minutes
Arithmetic,	15 minutes

Fourth Grade:

Reading,	20 minutes.
Arithmetic,	20 minutes.
Language,	20 minutes.

Fifth Grade:

Rading,	30 minutes.
Spelling,	15 minutes.
Arithmetic,	30 minutes.
Geography,	20 minutes.

Sixth Grade:

Reading,	30 minutes.
Arithmetic,	30 minutes.
Geography,	30 minutes.

Seventh Grade.

Latin,	30 minutes.
History,	30 minutes.
English,	30 minutes.
Geography,	30 minutes.

Eighth Grade:

Latin,	30 minutes.
Algebra,	30 minutes.
English,	30 minutes.
Arithmetic,	30 minutes.

Ninth Grade:

Latin,	45 minutes.
Algebra,	45 minutes.
History,	45 minutes.
English,	30 minutes.
English,	45 minutes.
History,	45 minutes.

Tenth Grade:

Mathematic,	1 hour.
Latin,	45 minutes.

Of American women, one in one hundred is now teaching school and one in thirty has taught school. You belong to an army of intelligence, righteousness, and good will.—From Chancellor's Class Teaching and Management.

THE BACKWARD STUDENT: HOW WE CAN HELP HIM

(This is the second article on the Backward Student, the first having appeared in our September number under the title of "The Backward Student: Shall We Keep Him or Let Him Go?")

By M. L. Wright, of Holly Springs.

In the last issue of **Education** I discussed the question as to whether or not we should make an effort to hold in the public schools the boy who is not interested in book work. I wish to discuss the subject further in this article as to how we can do it and whether or not we can afford to do it. It can be done, of course, by making the course broad enough to have something to interest every boy.

The Old Idea Not Sufficient.

For the past century school men have been interested only in the ninety and nine. Successful indeed has he been considered who has brought up the rank and file of his flock in academies. He has been crowned with the laurel wreath of public approval. He has been inclined, amid the lengthening shadows of life's journed, to say with an air of satisfaction: "I have kept the faith."

This idea will not suffice for the school man of the future. He whose name will be written highest on the school-house belfry in the future will be the man who not only knows and teaches academies, but who is able to quicken every phase of human interest.

A great many school men do not realize it, and some who do are loath to admit it; but it is a fact: the ninety and nine will come safely into the fold without us. The average boy would make a pretty decent fellow if there were no public schools and some would do better. We are stifling sponteniety of interest in the great world of things about us. We are not producing men as we should. We claim to be in the business, but our product is scanty.

What is Teaching?

Teaching is more a matter of inspiring than imparting. It is leading, not carrying. The good shepherd doesn't put his sheep on his back and tote them into the fold. He doesn't drive them in. He leads them in. The man who can lead, inspire, quicken, electrify, is the good teacher. The teacher of the future will be a man of thought, toil, usefulness, common sense. He will keep the cobwebs from between his fingers as well as out of his head.

Once in an ancient city a prize was offered for the best specimen of genius. Some brought specimens of handicraft, some specimens of sculpture, some masterpieces of literature. When the judges had examined all these they turned to a gray-haired man who sat quietly through the contest.

"What have you to present?" they asked.

He replied: "I am the teacher of all these."

Which, I ask, will be greatest in the Kingdom of Heaven?

Why should the teacher try to make scholars out of all students any more than the base-ball coach should try to make pitchers out of his whole team? On the great diamond of life there is need for basemen, fielders, runners, sluggers.

Should We Try to Make Scholars of All Pupils?

For the first two centuries of our history every school in America tried to produce scholars, and the most of them are still at the same old trade. Yet at present the scholar is the exception, not the rule. What scholars we have are rarely producers, neither are they servants of the people. What the world needs is producers. Nearly every day we hear this expression: "That mau has a fine education, but he has never been able to make a success at anything he has tried." The man is not educated. He has his head full of dead facts—very dead facts. We had as well say, Mr. Jones has a splendid cow, but she never has given milk. For a man to be educated, he must be a producer. Thus he serves himself and his fellow-men.

The duty of the school is to turn out producers—producers of wealth, service and happiness. Can the average scholar produce these things? If he can, it has never got out on him. In the first place, we cannot make scholars of all men, and if we could, we could not furnish them with "positions"—that is, we couldn't support them.

There are a great many boys in school who will not learn books, but are eager to learn other things. By no process can they be made scholars. But every boy is interested in something. Then if he is interested in farming, let's teach him how to farm. If he wants to be an electrician, let's teach him practical electricity. If he is interested iu printing, let's teach him to be a printer. Let's make producers who can create conditions of happiness. Only the busy man with a trade is happy. A man without a job is never happy.

Value of Farm Life School and the City School.

The farm life school is taking the lead in North Carolina in practical, public school education. The expense of the vocational school has been a great drawback in the past. But if managed rightly, it should be no more expensive than any other. If it is to teach anything, it should teach how to make a living. The best way to teach a thing is to do it before the pupil's eye. If the farm life school, with equipment and land, is not self-supporting, outside of teacher's salaries, it has given a poor course in farming.

There is no reason why this same idea cannot be carried into the city school. In some of the Northern city schools the vocational departments are practically self-supporting. The cooking department supports itself by selling 3,000 five-cent lunches to pupils. The sewing lepartment fills orders for simple and inexpensive garments. The electrical department wires houses. The average city school system pays from $500 to $1,000 a year for printing, besides book-binding and mending. This could all be done by the school, and at the same time boys could be taught the profession. For the rural districts, each county could have its vocational school centrally located where tuition would be free to all who wish to take advantage of it.

Even granting that it may be expensive, it is cheaper for the State to make a man at any reasonable expense than a hobo thrust upon it. Our schools are directly responsible for a great deal of the product they are truing out, and this condition will not be remedied until our schools are made broader, more comprehensive and more practical.

One of the great battles that we have to fight in this world—for twenty great battles have to be fought all at once and in one—is the battle with appearances.—George MacDonald.

PROFESSIONAL TRAINING, WHY?

(Selected from Mornings Talks to Pupils of East Carolina Training School.)

By President Robert H. Wright, Greenville, N. C.

"Knowledge is power," but let me say that knowledge alone may be power in the wrong direction. Each human being has a individuality, a personaltiy that colors, enters into and shapes everything that person attempts. I have known a woman to go into a new environment and make a reputaiton as a singer and as soon as her personality became known, her reputation as a singer was lost. Not that she could not sing as well as before. No, the personality destroyed the art. I have known people who at first in an unknown environment were dismal failures, but when their character became known they became a great power. Personality adds to or subtracts from the power that comes through knowledge. In the spirit of the school you will find the real force that helps to make success or failures of the lives of those who attend the school.

Why are you here? Why did you not select some other schools? There is springing up each year from the great field of the public and the graded schools in our State, many who are to be transplanted to the institutions for higher learning that they may grow into the perfect plant intended by the great God of this universe. Each institution stands pre-eminently for some one thing, and it is this that draws young men and women to it. This particular institution stands for but one thing. It has but one mission and every energy is bent to that one purpose—**to make more efficient teachers for the schools of North Carolina.** The fact of your presence here is prima facie evidence that you intend to become a teacher, than which I think there is no higher calling given to man; for was not Christ himself known as the **Great Teacher?**

What is the spirit of the true teacher? Is it to make money? Not that. The teacher's reward is not her bank account. Is it honor and renown at the hands of his fellow-man? Not that. Too often the world speaks of us in sneering terms as "only teachers." What, then, is the spirit of the true teacher? Is it not a burning desire that goes out of the soul toward young struggling humanity to help them to a higher and a nobler plane of living? It is not alone a desire to fight the demon of ignorance with bookish knowledge, but a burning desire on the part of one soul to help other souls to higher, truer, nobler living. It is the spirit of the second command God gave to man, "To subdue the earth and have dominion over the fish of the sea, and over the fowl of the air, and over every living thing that moves upon the earth." The soul of the true teacher must be filled with the milk of human kindness. There must be a love for one's fellow-man. The reward of the teacher is in the lives of those taught. One life turned by you into that path that enables it to reach its most perfect stage of development is worth more than all the salary you will ever draw.

As I look out over the vast sea of humanity spread out over this great State of ours, and as I realize that the future prosperity and happiness of our people depends upon the schools of our State—our teachers if you will, then as I turn to the teaching force and see how inadequate is the preparation offered or required, my heart aches within me. But when I glance back and see where we stood five years ago and where we stand to-day, my heart is made glad within me. We are a great people and in the near future we are going to do many great things. In this forward movement of our people you, young women, are to occupy a most important place. You are here to prepare yourselves for the tasks that will soon confront you. We are here to help you as best we may. Enter into the spirit of the school and let the spirit of the school enter into you. Put into this year your best self and this year will enlarge that self.

TWO KINDS OF SUPERINTENDENTS AND PRINCIPALS

There are two kinds of city superintendents and principals in North Carolina. One is interested in all phases of education in the county. If the County Superintendent is needing a speaker to convince the people the City Superintendent is ready to lend his services. If an institute is in session he is present lending his assistance and urging his teachers to be present. It was not necessary for the General Assemhly to pass any law requiring him or his teachers to be present. They were always there from a sense of duty. This kind of superintendent is found in the Asheville city schools. Supt. R. J. Tighe had his teachers to attend the County Institute. Not only that, he attended and taught regularly. There are many other such city superintendents in North Carolina, and their growth and development increases in direct ratio to the widening of interest in all school matters.

The other kind of superintendent, or high school principal, has no interest outside of the graded school building. He never gets in the buggy with the County Superintendent and rides with him in the country. He is really ignorant of the school problems in his own county. He is rarely seen at an institute, and if he attends he sits in the rear of the hall and retires soon after prayers. His teachers do not attend any of the exercises in which the county school teachers enter; and when the last General Assembly passed a law requiring him and his teachers to attend, he promptly got mad, said some bitter things, and probably wrote to the State Superintendent or the Supervisor of Institutes registering a protest; or he probably said such a law "is unconstitutional." The failure of such a superintendent is approaching at about the same ratio as his interest in contracting. Such a teacher is doomed to mediocrity .

The institute work for the year is over, and there are superintendents, high school principals, and teachers who have successfully avoided them.

A school board in a nearby Southern State went on a "still hunt" last year for a superintendent of schools in a city of less than 10,000 inhabitants. A teacher of standing in this State was asked to suggest some one for the place. A suggestion was given. The only "re-

(Continued on page 15.)

ABOUT THE COST OF SCHOOL BOOKS

Certain critics here and there have been telling a sad tale this year about the high price of books. But the Taylorsville Mountain Scout, in addition to saying that books are higher than ever before, took a review of educational theory and practice for the past generation and made us this day suffer sorely by comparison with the past. And here is where Superintendent Coon took his pen in hand and dropped a few lines to our friend who resides in the shadow of Brushy Mountains. He sent them to him by the Charlotte Observer route, and the strength of the argument showed that Brother Coon was in good health, and in the language of old Rip, we hope he may live long and prosper, because of this that he has done.

After reading down the column to fifthly, we come to the list of text-books, and this we wish especially to reproduce:

"The Scout raises a long, loud howl about the expense of the new adoption, and talks about the great expense of the new books keeping children out of school. Let us see just what this expense is which The Scout says is going to keep so many children out of the schools,—schools which are no better than the old-field schools of fifty years ago! I shall take up the question by grades. If a pupil enters the first grade this fall he will have to buy the following books:

Howell's or Haliburton's Primer	.25
Howell's First Reader or Graded Classics I	.25 or .20
Reed's Speller or Foust's Speller	.19 or .20
Progressive Drawing I	.15
Total	.84 or .80

"This 84 cents is the present price of three dozen eggs on the Wilson market or two frying-size chickens! But the young six-year-old may have an older brother who has books already in use. If so, the expense will be considerably reduced for the reason that Graded Classic I and Foust's Spelling Book are already on the State list. If these books are already in the family, then the above stated expense will be reduced by 40 cents, making the first-grade pupil's book expense 44 or 40 cents for the year. Only to-day I paid 40 cents for one inferior young chicken brought to town by a farmer who has children in school. Of course, this farmer may make a fuss and a howl about the great expense for his six-year-old boy, but if he does, I think I can hush his mouth pretty effectively.

"The second-grade pupil will use the same spelling book as the first grade, and, in addition, will need the following books:

Graded Classics II	.27
Writing Book I	.05
Progressive Drawing II	.15
Total	.47

"If there is already a second reader in the family, then the expense for books will be reduced by 27 cents, making it 20 cents instead of 47 cents. The reader will remember that Graded Classics II has been in use for five years, and has not been changed. Think of a second-grade North Carolina child being kept out of school because of the inability of his parents to raise 20 cents or the price of a dozen eggs in August!

"The third-grade pupil will use the same spelling-book as is used in the first and the second grade. In addition, he will need the following books:

Graded Classics III	.32
Progressive Arithmetic I	.32
Writing Book II	.05
Progressive Drawing III	.15
Total	.84

"In case there is an old third reader and an old arithmetic in the family these can be exchanged, reducing the cost by 32 cents, making the total cost of books for a third-grade pupil 52 cents for the year.

"The fourth-grade pupil will use the same arithmetic as is used in the third grade and may use the same speller. In addition, he will need the following books:

Fourth Language Reader	.30
Progressive Drawing IV	.20
Writing Book III	.05
Primer of Hygiene	.35
Hyde's Language Lessons I	.25
Dodge's Primary Geography	.45
Total	$1.00

"If there is an old Hyde's Language Lessons I. in the family, then the above cost will be reduced 25 cents, because that book has not been changed. If there is an old fourth reader, an old physiology and an old geography, the cost will be reduced 56 cents more, making the total cost 79 cents for the year.

"I hardly thiuk it necessary to take up the other three elementary grades in detail, because 75 cents of all our school children are in the first four grades. But it is well enough to remember that a North Carolina child can go to school four years under the new adoption, beginning in the first grade aud ending with the fourth, at a cost of 84 cents for first grade, 47 cents for second grade, 84 cents for third grade, and $1.60 for fourth grade—$3.75 in all, or less than one dollar a year. He can do this and buy every book (new) required by the present adoption. However, if there are older brothers or sisters in the family, which is oftener true than not, and books can be handed down to him and the exchanges made as indicated above, then the cost will be $1.95 for four years, or less than 50 cents a year, which represents the total expenses for books for four years in school and the added cost of the changes made by the new adoption."

THANKSGIVING DAY.

Come to us cheerily, Thankful Day,
Out of the sweet blue sky;
Hearts are hoping and laughs are gay,
Flowers are blooming along the way,
E'en if the frost be nigh.

Come to us hopefully, Thankful Day,
Out of the tearful tomb!
Stars are steady and sure to stay—
God is watching forever and aye—
E'en in the darkest gloom!

—Will Carleton.

STUDIES IN NORTH CAROLINA POEMS

III.—THE OLD NORTH STATE.

By William Gaston.

The Author.—Judge William Gaston was one of the most distinguished men of America in his day and generation. He was born in New Bern, September 19, 1778. When he was only three years old his father, an officer in the Revolution, was shot down in the presence of his family. William's mother was a Roman Catholic, and when he was thirteen he was sent to Georgetown University. He was the first student to enter this institution, and to-day the main hall is named in his honor. Later he entered Princetown College where he graduated.

He studied law and was admitted to the bar at the age of twenty. The year after he became of age he was elected Senator from his native county. He was twice Speaker of the House. He became a member of Congress in 1813, and Webster pronounced him the first man in Congress. He was a great lawyer, and in 1833 became Chief Justice of the Supreme Court of North Carolina. It is said that he did more than any other one man to make North Carolina respected and beloved by its citizens.

* * *

The Poem.—It was during the Whig Convention, August 5-6, 1840, that Judge Gaston wrote "The Old North State." The Convention assembled in open air on the west side of the Capitol. Some foreign minstrel produced an air that was so beautiful and pleasing to the Convention that the ladies present desired appropriate words for it. To gratify them and the children of General J. F. Taylor, Judge Gaston wrote the words given below on the night of August 5th. On the next day when the Convention assembled the song was sung to the air that had been played the day before.

* * *

THE OLD NORTH STATE.

Carolina! Carolina! Heaven's blessings attend her!
While we live we will cherish, protect and defend her;
Though the scorner may sneer at and witlings defame her,
Our hearts swell with gladness whenever we name her.

Hurrah! Hurrah! the Old North State forever!
Hurrah! Hurrah! the good Old North State!

Though she envies not others their merited glory,
Say, whose name stands the foremost in Liberty's story!
Though too true to herself e'er to crouch to oppression,
Who can yield to just rule more loyal submission?

Plain and artless her sons, but whose doors open faster
At the knock of a stranger, or the tale of disaster?
How like to the rudeness of their dear native mountains,
With rich ore in their bosoms and life in their fountains.

And her daughters, the Queen of the Forest resembling—
So graceful, so constant, yet to gentlest breath trembling;
And true lightwood at heart, let the match be applied them,
How they kindle and flame! Oh! none know but who've tried them.

Then let all who love us, love the land that we live in
(As happy a region as on this side of Heaven),
Where Plenty and Freedom, Love and Peace smile before us,
Raise aloud, raise together, the heart-thrilling chorus!

IV.—MARRIAGE OF THE SUN AND THE MOON.

By H. S. Ellenwood.

The Author.—Little is known of the author of this poem. He was a Northern man who came to North Carolina between 1820 and 1830 and taught school at Hillsboro. He wrote several poems that attracted immediate attention.

* * *

The Poem.—The "Marriage of the Sun and the Moon" is a beautiful allegory describing an annual eclipse. It first appeared in the Raleigh Register many years before the Civil War and was copied in almost every journal of the Union.

* * *

MARRIAGE OF THE SUN AND MOON.

Do you know that a wedding has happened on high,
And who were the parties united?
'Twas the Sun and the Moon! in the halls o fthe sky
They were joined and our continent witness'd the tie—
No continent else was invited.

Their courtship was tedious, for seldom they met
Tete-a-tete, while long centuries glided,
But the warmth of his love she could hardly forget,
For, though distant afar, he could smile on her yet,
Save when earth the fond couple divided.

But why so prolix the courtship? and why
So long was postponted their connection?
That the bridegroom was anxious 'twere vain to deny,
Since the heat of his passion pervaded the sky;
But the bride was renown'd for reflection.

Besides, 'tis reported their friends were all vexed;
The match was deemed, somehow, unequal;
And when bid to the weddiug, each made some pretext
To decline, till the lovers, worn out and perplex'd,
Were compell'd to elope in the sequal.

Mars and Juipter never such business could bear,
So they haughtily kept themselves from it;
Herschell dwelt at such distance that he could not be there;
Saturn sent with reluctance, his ring to the fair,
By the hands of a trustworthy Comet.

Only one dim, pale Planet, of Planets the least,
Condescended the nuptials to honor;
And that seemed like skulking away to the East:
Some assert that it was Mercury acting as priest,
Some Venus a-peeping—shame on her!

Earth in silence reiojced, as the bridegroom and bride
In their mutual embraces would linger;
Whilst careering through regions of light at his side,
She displayed the bright ring, not "a world too wide"
For a conjugal pledge, on her finger.

Henceforth shall these orbs, to all husbands and wives,
Shine as patterns of duty reflected;
All her splendor and glory from him she derives,
And she shows to the world, the kindness He gives
Is faithfully prized and reflected.

The date when your subscription ends is printed on your label. It shows when renewing time is at haud.

STORY-TELLING IN PRIMARY LANGUAGE WORK

By Miss Susie Fulghum.

In all primary work there is no subject more worthy of the importaut position now assigned to it than language. One vital phase of this work is the oral presentation and reproduction of stories. This should play a large part in early school life. Why do we find this special emphasis laid on story-telling? What is its value? First comes the joy and pleasure which the story always affords. Here we have the uudivided attention of our pupils as a result of their great interest. The whole child is concentrated, as it were, on oue absorbing point. We are sowing the seeds of true culture; tben comes the reaction on the child's life. Children become what they see and hear, and still more what they admire and love. The effect of the work in story-telling upon the child's learning to read is seen at once, for his interest is greatly stimulated. With more advanced pupils, the improvement in expression in reading is marked, and above all, the desire to read is aroused and must be gratified. He knows now that learning to read means "getting stories from books." He has caught a glimpse of this delightful region, and as soon as he is master of the mechanics of reading, he goes traveling for himself in the land of stories. In my own experience, the reciting and reading of poems from Stevenson's Child Garden of Verses, to first-grade pupils, caused them to save their pennies and soon two dozen copies of this little book were bought, to be treasured and read over and over again. In this way the child is given the taste for good books. Story-telling is the teacher's greatest aid in developing her pupils' imaginations. Not all stories are for reproduction; some are to be told for enjoyment, or to work their unconscious influence upon the child's nature. They are given to him to be absorbed and assimilated, for the land of stories is the child's real world. The life of the race-child is marked by myths, legeuds, fables, and wonder tales. For the child of to-day, these same legends and fairy tales are mental aud spiritual food.

Stories Should Be Told, Not Read.

Primarily, the purpose of every good story is enjoyment. For this reasou stories should be told by the teacher, not read.

The story gains interest through the personality of the teacher. She becomes a close friend to her pupils, and together they enter into the situations in each story. The clearness with which a story can be told greatly increases the value of oral presentation. There are the nature stories, the history stories, and the "just-for-fun" tales that establish such good feeling between those who have been merry or sad together. With some teachers there is a feeling of hesitancy about telling a story, a lack of confidence in her ability to do this well.

How to Become a Good Story-Teller.

Every earnest teacher may become a good story-teller. Let her seek a knowledge of the life around her, broaden her experiences, and make a study of child life, learning to sympathize with and enter into the joys and feelings of her pupils. To tell a story well, the teacher must become master of the story—she must seek to find the author's hidden meaning ,to discover the heart of the story, Practice telling the story, make your language simple, clear, and forcible. Make your scenes graphic, selecting a few good pictures to use in this connection. Blackboard-sketching is a most valuable aid. Make an outline of the leading points in the story; know this outline, and be able to state clearly the main facts. Tben add the details and touches which make the story graphic and interesting. As we advance in this work we use the development method in story-telling. The story of Robiuson Crusoe lends itself to this treatmeut. Crusoe is placed in a certain situation, the pupils are then allowed to surmise his resources, and what use he makes of them. This is most interesting work and best adapted to second and third grades. A boy told me this summer that no evening passed which did not find him reading a chapter or more in Robinson Crusoe. Over and over again he had read the book, but each evening found his thoughts with Robinson. Here you have something to hold your pupils.

How to Tell the Story.

Gain your pupils' undivided attention. Knowing that a story is to be told, all outside interests should be abandoned by them. Discipline plays its part here. Tell the subject of your story, just enough to let them know what it is about. Now have the pupils recall a few past experiences which will assist tbem in understanding the new story. Then tell a few paragraphs of the story. If it is at the beginning of the term in the first grade, it is often wise to use an accumulative story as The House That Jack Built, or, The Old Womau and Her Pig. Sometimes, before asking for the oral reproduction, it is well to ask a few questions which will bring out the story in conversation form. Then ask for the reproduction of this portion of the story by several pupils. Stories may, at first, be reproduced by pupils who volunteer. There should be much interest and enthusiasm on the teacher's part. Then another section of the story is told and reproduced. When the story has been completed, one child should tell the whole story. Some children will not be able to tell the stories at first, self-consciousness often causes a child to be silent in this work. However, it is not long before the most backward learn to talk. The teacher's attitude must be that of an interested listener. The child's crudest efforts should be received with enthusiasm and kindness. Sometime a phrase or expression taken from the teacher is adopted. This should be enocuraged but not required, for we we do not want memory work. After a pupil has reproduced a portion of a story pupils at their seats may contribute details which were omitted. How they enjoy this! But there must be no interruption while the child is telling his portion. If a pupil, in reproducing a story, uses an incorrect expression, the teacher should give the correct expression in a complete sentence, have the child repeat this, and continue his story. If a mistake in the thought of the story is made, the teacher should re-tell such a portion of the story as will enoble the child to see his mistake. Then he should re-tell his story. All corrections should be made pleasantly; short recitations, no tiring of the pupils should be the rule. There should be sealed lips for the teacher, while pupils are reproducing a story. Pupils must become self-reliant and give power of continuous narrative. If the story has a moral, as in the case of a fable, this may be brought out by questions, and then applied to the child's life. But do not use too much o fthe "drawing out" process; the fairy story is to be assimilated,

Hands off, as it were, and let the story unconsciously affect the child.

In reproduction, it is enough at first, for the child to recognize the fact that there is a right and wrong usage in language. Later create in the child a desire to use correct expression, and give him this on all occasions.

There is a great deal of work in manual training to be used in connection with the stories. The child's imagination finds great pleasure in the free hand paper cutting, drawing, and clay-modelling which may be used.

Stories for Different Grades.

The following lists of stories are given:

First Grade.—The House That Jack Built; The Old Woman and Her Pig; Story of Chicken Little; The Three Bears; Jack and the Bean Stalk; Little Red Riding Hood; The Three Pigs; Fairy Tell True; Cinderella; Three Goats Named Bruse; Tom Thumb; Peter and the Magic Goose; The Fisherman and His Wife; Town Musicians; Snow-White and Rose-Red; One Eye, Two Eyes, and Three Eyes; The Ugly Duckling; The Discontented Pine Tree.

Myths.—Æolous and His Children; Apolla and Clytie; Arachne; Golden Rod and Aster; Echo and Narcissus; Hermes Cattle; Iris, the Rainbow Fairy.

Uncle Remus.—The Straw, the Coal, and the Bean; How to Tell Stories to Children—S. C. Bryant; The Story Hour—Kate Douglass Wiggins; In the Child's Work—Emilie Poulsson; Sleeping Beauty; King Midas; Five Peas in a Pod; Song of Hiawatha.

Fables.—The Ant and the Grasshopper; The Dog and His Shadow; The Lion and the Mouse; The Mice in Council; The Wolf and the Shepherd; Fox and Grapes; Hare and Tortoise; Goose and Golden Eggs.

Second Grade.—First grade stories may be used and the following:

Dick Whittington and His Cat; Puss in Boots; Princet and the Golden Black Bird; The Fir Tree; The Flax; Why the Sea is Salt; The Little Match Gird; The Snow-Flakes; Goody Two Shoes; The Song of Hiawatha; Bible Stories; History Stories; Rohinson Crusoe; Children in Other Lands.

Myths.—Flocks of Apollo; The Golden Fleece; Hyacinthus; Orpheus.

Fables.—Ant and the Cricket; Crow and Pitcher; Boy Who Cried Wolf; Town Mouse and Country Mouse; Farmer and Stark; Old Man and His Sons; Ant and the Dove; Lark and Her Young Ones; Foolish Tortoise; Wind and the Sun.

Third Grade Stories.—The Golden Touch; The Gorgon's Head; The Chimaera; The Miraculous Pitcher; Story of Ulysses; Story of Sietgfried; Kingsley's Greek Heroes; Jason's Quest; Gods and Heroes; Fifty Famous Stories; Seven Little Sisters; Each and All; Robin Hood; Aladdin, or the Wonderful Lamp.

Myths.—Apolla and Pan; Labors of Hercules; Latona and the Rustics; Perseus and Audromeda; Venus and Adonis; The Dragon's Teeth; Psyche; Persephone,

Fables.—Same as other grades and these: Fox and the Goats; Wolf in Sheep's Clothing; Monkey, the Cat, and the Chestnuts; Boy and the River.

Bible Stories.—Abraham, Isaac, Jacob, Joseph, Moses, Joshua, Samson, David, and Samuel.

Legends.—Legends of Arthur; Legends of Alfred; William Tell; Robin Hood; History Stories.

HOW TO TEACH SPELLING FROM FOUST AND GRIFFIN'S SPELLER

By I. C. Griffin, Superintendent Marion Graded Schools.

In order to secure the best results from the use of "A Spelling Book, Revised," by Foust and Griffin, it will be necessary for the teacher to follow the directions given below:

(1) Before the book is placed in the hands of the child, the teacher should do thoroughly the work in ear training as directed in Educational Bulletin, "How to Teach Reading," issued by the Department of Education.

(2) When the work in ear training has been thoroughly done, the teacher should follow the special directions given on page 6 of the revised book.

(3) The spelling lesson should be oral for at least three days a week, and the written lesson, whenever given, should consist of the difficult words appearing in the lessons spelled orally. The teacher should mark these difficult words as they occur in the spelling lesson from day to day, or keep a list of them for the written lessons. Frequent spelling matches should be held in order to keep up interest in spelling. The review lessons at the end of the several parts will furnish splendid material for this purpose.

(4) The child should be required to pronounce each syllable when spelling the word, thus: A-m am, i-i, ami-t-y, ty, amity.

(5) The words in parts seven and eight to be spelled have been selected from the text-books now in use in the high schools of th State, and from the standard English classics. Not too many of these words should be assigned for a lesson. Possibly ten or twelve would be sufficient number for the average class. If the Course of Study has been followed, the teacher will find that the child is already acquainted with these words, they having occurred in his lessons from day to day. This is as it should be. The child should be somewhat familiar with the word and should know how to pronounce it before he is required to spell it.

(6) All the common abbreviations have been grouped together on the last four pages of the book. The teacher should not wait, however, until these pages are reached by the class in their study, to teach these abbreviations.

In this connection it might be well to say that "a spelling book" is so arranged that the teacher will not find it necessary to follow the book page by page, but may select such lessons as she thinks best suited for her class. For instance, if a class is reading "The Sketch Book," the teacher should turn to page 155, Lesson 24, where she will find that the difficult words from this text have been placed. If the class is studying Ritchie's "Primer of Sanitation," the spelling lesson might be assigned, Lesson 19, page 177. If the class is studying agriculture, the lesson might be assigned page 115, Lesson 26, and also page 157, Lesson 31; page 159, Lesson 36; page 161, Lesson 41, etc. In this way a very close correlation of studies may he followed and yet spelling taught properly

A great deal has been written and mluch more said about old-time spelling. The secret of the success of the old-time method of spelling lies in the fact that pupils were required to pronounce each syllable as the word was spelled, and that spelling was almost entirely oral. Again, a definite period was not set apart each day for spelling, and the child was required to spell. The spelling lesson was not mixed up with language work and other exercises.

SUGGESTIONS AND POEMS FOR THANKSGIVING DAY

The stage-setting consisted of pines, a wigwam of sacking, and green branches, giving a greenness and woodsy appearance.

For the later scene corn-stalks, pumpkins, and acorns were added and arrauged.

The whole of Section XIII of Hiawatha was used, with no changes or adaptations. The parts of Hiawatha, Minnehaha, Nokomis, Kahgahgee, the old men, were given to certain children, and descriptive parts to others, so that the continuity was preserved.

One girl, who is also Nokomis, recites the openiug lines. At the line, " 'Twas the Women Who in Springtime," the other girls move softly about in the rear of the stage, planting, etc., with silent motions.

They disappear, and Hiawatha comes in, Minnehaha stepping forth from the wigwam. As he finishes his lines—from, "You shall bless to-night the cornfields," to hungry crows and ravens" who jeer at him with the "King of all the caterpillars," the trees are shaken by the words: "Hear him . . . . .plots of Hiawatha."

Then in silence Minnehaha walks about the stage reciting her lines: "When the noiseless night descended."

Then comes Kahgahgee, flapping his arms, followed by all who can be spared for crows and ravens. They settle upon the fields, tooth and nail. Hiawatha appears, tells of his snares, the marauders are caught, Kahgahgee is led away and tied to the ridgepole of the wigwam, where he flaps aud croaks dismally. Another half says the lines: "And he left him, grim and sulky," etc.

A little girl recites the liues: "Summer passed, and Shawondasee" . . . . "Gleaned from bursting ears of verdure."

Nokomis and Minnehaha come from the wigwam. The girls and boys come in, "To the harvest of the Cornfields," going about, plucking the corn and husking it. At the same time the "old men"—we had three—take their seats under the pine trees, one of them reciting the lines, "On the border of the forest," . . . . . to "Heard them singing like the robins."

Another girl recites the lines about the maidens, finding the red ear and the crooked ear. Kahgahgee screams, the young meu and women talk and laugh, and the old men grunt from their seats beneath the pine trees."

The children made pipes, bows, and arrows, and tomahawks, etc. If Indian blankets cannot be procured, clean sacking or burlap may be painted in stripes or paterns. Many a chicken and turkey and wild hawk gave us feathers. It is not hard to devise costuming.

After the lines were recited some Indian dances were given. The idea for these was found in an article by Ragnar Belle Parsons in the Delineator; "The Corn Dance," "Tbe Women's Acorn Dance," and a warrior's dance.

I have used these twice, and found the effect very quaint and picturesque. Tbe current of feeling in the poem swells to a climax of free expression in the dance; to a thanksgiving for the corn harvest; to a life expression for the women in the idealization of the domestic grinding of acorns, offering them to the Great Spirit; for the men, in the same way picturing the chase, the hunt. The monotonous music swells now and then, breaks to a higher note, returns to the same musical grayness. I think some gentle thrill caught us all—the children lived and moved in the different atmosphere.

These dances take a great deal of work, so it is well to begin on them early.

For a Thanksgiving program this has met with signal success. The children are doing something throughout, and the unit, the central idea, is preserved. It takes work, but work on simple lines. It can be carried on with very few children, eight did it here, and they seemed to multiply. Besides all this, it is instrinsically worth while to learn lines from a real poem.—Popular Educator.

A THANGSGIVING SUGGESTION.

By Pearl Grant, in Primary Education.

I believe that the Thanksgiving work should begin very early in November—the earlier, the better—for there is so much in connection with the Thanksgiving story which may be made interesting, and which may be correlated with almost all primary work.

Last year I wanted something new—something "different," so with tbe aid of my hektograph (which has come to be my "right-hand-man"), I set to work. For once I practiced what I preach, and began early in the month. We began the study of the Pilgrims, and with the help of our reading-books and whatever supplementary material we could fiud, we followed the Pilgrims from England to Holland, then to this country, gradually leading up to the story of the first Thanksgiving Day.

We decided in the beginning to make a "Thauksgiving Book." This proved a great success, and when finished showed something of the work we had accomplished, being a combination of language work, spelling, writing, history, and drawing. The langauge work consisted of sentences suggested by the story as we went along, and given as dictation. The more difficult words were given in spelling lessons. Perhaps a more detailed description of the book would be of interest. For the cover, I found and hektographed an appropriate Thanksgiving picture. The first page was a writing lesson, arranged as follows:

THANKSGIVING.

November 26, 1908.

(Name.)

(Give Name of School.)

(Grade III.)

Next to this was a turkey, bearing the November calendar on his back, and the twenty-sixth (26th) day of the month conspicuously marked.

The other pages were arranged as follows:

Dictation Lesson.

The Pilgrims lived in England.
The King of England wanted every one to go to his church.
The Pilgrims wanted to worship God in their own way.
So they decided to leave England.
They went to Holland.

Picture of a cburch, suggestive of the reason for leaving England.

Dictation Lesson.

They thought Holland was a very queer country.
There were wiudmills everywhere.
The people wore wooden shoes.

Dictation Lesson.

Picture of a windmill, and little Dutch girl.
At last the Pilgrims heard of a free country.
This country was America.

They decided to come to America.
They came in the Mayflower.

Picture of the Mayflower (outline).

Dictation Lesson.

They had a long voyage.
At last they reached America.
They landed at Plymouth.
This is a picture of Plymouth Rock.

Picture of Plymouth Rock.

Dictation Lesson.

It was winter when the Pilgrims came.
There were no houses.
They saw no people at first.
After awhile they saw some Indians.

Picture of Indians.

Dictation Lesson.

The first winter was a hard one.
The Pilgrims did not have enough to eat.
Many of them died.
But at last the spring came.

Dictation Lesson.

The next year they had better crops.
The Indians showed them how to raise corn.
When fall came, the Pilgrims had a Thanksgiving party.
They invited the Indians.
Picture: turkey, pumpkin-pie, plum-pudding, etc.

The pictures were all hektographed on paper the same size as the language paper, and were colored by the children. I got nearly all my pictures from primary school papers.

When completed, the books were tied with baby ribbons (furnished by the children), and proud indeed they were of the "fruit of their labors."

The only adverse criticism given me by other teachers has been, "Too elaborate," or "So much work for the teacher." It was hard work, but I have learned this—it is with teaching very much as it is with one's religion—we get out of it just about in proportion to what we put in.

THANKFUL.

(A little exercise for ten children.)

First Child:

I'm thankful for the rain
That helped the ripening grain.

Second Child:

I'm thankful for the sun
That shines for every one.

Third Child:

I'm thankful for the store
Of grain the wheat fields bore.

Fourth Child:

I'm thankful for the barn
So full of golden corn.

Fifth Child:

I'm thankful I may eat
Ripe apples, red and sweet.

Sixth Child:

I'm thankful, you must know,
For all the things that grow.

Seventh Child:

I'm thankful, I must say,
For health and strength each day.

Eighth Child:

And I my thanks must tell
For the home I love so well.

Ninth Child:

I thank our God above
For mother's tender love.

Tenth Child:

I thank God for his care,
The food and clothes I wear.

All together:

Let all your praises ring;
Thank God for everything;
That truly is the way
To keep Thanksgiving Day.

TWO KINDS OF SUPERINTENDENTS.

(Continued from page 9.)

quirement" that the man suggested for the position could not meet was that in regard to experience as superintendent in a "city of 5,000 population or more," his experience having been in a town of hardly more than 1,000 population. He visited the school board and the city; he made a favorable impression and was elected to the position before he came back home. He is "making good" and the board says that his salary will be increased at the end of this year.

Here are the requirements. How many men in North Carolina can fill them?

Requirements.

Prefer man age 30 to 40, married and with family.

Should have had experience of five years or more as superintendent of city public school in city of 5,000 population or more.

Should have proved during his past experience constructive rather than a man satisfied with present attainments.

Should be giving entire satisfaction in his present position and willing to change only for better prospects as to salary and for a field where he might do more effectual work in his line and build himself up higher in his profession.

Must be a person of strict morals, qualified and anxious to become active in the moral as well as intellectual development of our pupils.

Must come with a serious desire and determination to bring our schools up to a position second to none in thoroughness and scope as found in cities of our size.

Our school board is composed of five members, one a judge of our city court, one a leading physician, one superintendent of our cotton oil mill, one in the railway service and one a banker, composing, we think, a progressive and thorough-going set of men willing to cooperate heartily with a good superintendent in his effort to give us the best public school possible to be had, and not willing to be satisfied with anything less than a very thorough-going, conscientious, ambitious educator who has already attained high rank in the educational world.

There are really two kinds of superintendents in North Carolina. One is progressive, the other is dead.

North Carolina Education

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Have you any social organization connected with your school? Tell us about it.

If a child recites better when the book is closed, could the teacher teach better when her book is closed?

When you are angry words add fuel to the flame and increase the heat. Leave off the fuel and watch the anger die down.

If your pupils are not interested there is something wrong with the school or the pupil. Can you locate the trouble and give the cause?

Are you keeping up with the Reading Course? Superintendent Bivins has outlined an excellent course for this year. It is worth your consideration.

Do you lose your temper with the pupils? Did you ever notice the more you quarrel, the madder you become? Say nothing and your temper is easily controlled.

"Good country schools is the cure for ABANDONED FARMS," is the way a recent writer in a good school journal expressed himself. And did he miss the mark very much?

Superintendent I. C. Griffin gives elsewhere some good suggestions for teaching the Foust and Griffin Speller. This book in its revised form should commend itself to teachers.

Remember this: Busy work should have an educative value and should not be introduced merely to keep pupils busy. If that is all the value the teacher can find in it, cut it out.

Superintendent R. H. Latham, of Winston-Salem, has just issued a comprehensive report of the Winston schools containing courses of study, assignment of teachers, plan of organization, and history of the school system. Every superintendent in North Carolina should collect the history of his city school before the records are lost.

If you are having trouble with your pupils, who is to blame, you are the school? It may be that your disposition will not mix with those of your pupils. Think about it and reform yourself first.

The greater part of the new books adopted are already in use in a large number of the city schools. They should all be used, and the teachers of the city schools should unite with the teachers of the rural schools in every association and show what can be done with the new books.

Superintendent Calvin N. Kendall, of Indianapolis, has been appointed State Commissioner of Education of New Jersey at a salary of $10,000 a year. At this rate what should we pay the Superintendent of Public Instruction of North Carolina?

Editor R. D. W. Connor writes us to "cut out the term 'professor' except when applied to occupants of chairs in our colleges." The most charitable thing we can say about this unkind advice is that it hurts our feelings. We thought he had been reading **North Carolina Education** and had really observed that we have been observing this rule for sometime.

The Baltimore schools offer an example of what will happen to any school system when it falls into the hands of a political machine. Superintendent Van Sickle has been deposed. Important changes in the personnel of the teaching force were made without consulting the new superintendents. Even assignment of teachers were made by the Board without consulting the Board of Supervisors.

The teacher had told the little girl to look up all words in her reading lesson that she did not understand. So easy! There was the word "astonishment." The definition as given by the book was "dismay." So much learned! How long will teachers continue this useless exercise of having primary children study the definition of such words? It is the teacher's business to give the meaning of the word in the context.

To the list of larger cities which furnish free textbooks for the public schools, Birmingham, Ala., has recently been added. This is the city which led all others in the United States by making the phenomenal gain of 245 per cent in population between the last two census years. There are strong arguments in favor of free textbooks, and Birmingham's experience with this plan will be watched with interest throughout the South.

Basal readers alone are not enough for the eager mind of the wide-awake child, so that the educational authorities adopt supplementary readers. But no one first reader or two first readers is enough. Many progressive primary teachers are now providing primary libraries. Those rural teachers in Superintendent Judd's County Association the other day who were trying to establish primary libraries were asked to stand up. They were applauded.

WELCOME TO RALEIGH.

Before the date arrives for another number of **North Carolina Education** to appear, the Teachers' Assembly of the State and its kindred organizations will be in annual session in the city of Raleigh. This is their capital city and they need no welcome to their own; **North Carolina Education** is their own journal and they need no welcome from us; but we cannot omit to say in advance, to all who shall attend, that the large and brilliant illumination across the city's principal street will mean just what it says: WELCOME TO RALEIGH.

SOME PROBLEMS IN GEOGRAPHY AND HISTORY.

Here are some problems that the teachers in the last grades of the grammar school, and even in the high school, may give their pupils to work out.

(1) Why is Charlotte larger than Wilmington? It has only recently become larger.

(2) Why are nearly all the large cities of the world in the north temperate zone?

(3) Why is North Carolina free from terrible cyclones?

(4) Why did New York instead of Boston become the great seaport of America?

(5) Why are there more railroads in Illinois than in North Carolina.

(6) Why does North Carolina buy nearly one-half of her food supply?

PROFESSIONAL BOOKS FOR APPLICANTS FOR HIGH SCHOOL CERTIFICATE.

All applicants for high school teachers' certificate must read these books:

(a) The North Carolina Hand-Book for High School Teachers. Issued from the office of the State Superintendent of Public Instruction. This will be sent to any applicant upon request.

One of the following:

(b) The Principles of Secondary Education, by Charles DeGarmo (Macmillan), Vol. I. Introduction and Chapters I.—V.

(c) The American High School, by J. F. Brown (Macmillan), Chapters II.—XIII.

It matters not whether you are a college graduate or a teacher of experience, these are the books that all applicauts must become acquainted with. It would be well for County Superintendents to make this clear to all prospective applicants. There should be no reason for an applicant to complain next July that he did not kuow he was to be examined on these books?

FOUR IMPORTANT SUGGESTIONS.

Just three or four important hints for superintendents and club-makers:

(1) Do not take subscriptions to begin with September number; the supply is exhausted.

(2) We have about 200 October numbers, containing the first Reading Circle Lesson for this year. These will be sent on subscriptions as requested while they last.

(3) At the special low club rates offered do not accept any unpaid subscriptions. A dollar is the price if collection must be made after the name is forwarded.

(4) If complaint is made by a subscriber that the paper is not received, do not report to us before thorough investigation is made at your end. Perhaps the subscriber has changed post-office without notice to us, perhaps the postmaster has not tried properly to deliver the paper, perhaps some member of the family where the teacher boards took the paper from the post-office and failed to deliver it. Investigate fully and report all facts; then we shall understand better how to proceed at this end.

SUPT. W. D. CARMICHAEL INCREASES THE USEFULNESS OF THE DURHAM CITY SCHOOLS.

Superintendent W. D. Carmichael of the Durham City Schools has made two notable advancements this year:

(1) He has reduced the number of daily recitations for each pupil to four studies and has so grouped these studies that a pupil may take a classical course, a modern language course, a history course, a science course, or a business course.

(2) He has devised a plan for securing employment in some useful trade or occupation for graduates who are unable to go to college, or boys who have to leave the school before the course is completed.

The people of the city who desire to employ boys for any kind of work are requested to file their requests with Superintendent Carmichael. By this means it is planned to get the boys who are compelled to leave the schools to earn a living in touch with employment that will be suitable to them. It is also desired to get the system into operation so that the graduates from the different classes in the high school can find employment as soou as they graduate if they cannot enter college.

Boys are discouraged from dropping out of the classes during the year, but a number are compelled to leave for various reasons. It is the plan, therefore, to render such boys every assistance possible in securing a position. By doing this Superintendent Carmichael will be able to keep in touch with them and keep them in touch with the schools. The people of the city are asked to co-operate in this work. Any one having work for boys, either steady employment or odd jobs which could be done evenings or Saturdays, are requested to telephone Superintendent Carmichael and boys suitable for the employment will be furnished.

A large per cent of the graduates of the Durham schools pursue their education further in higher institutions, and the courses are so grouped that students may, after graduating, go at once into either classical or mechanical colleges without conditions. Superintendent Carmichael has demonstrated this fact that many school men were in doubt about, that four subjects pursued four years will give the necessary preparation for entrance into any college without condition. While this is true, there are students who will be unable to go to college, and these students are considered in the second plan. The school proposes to help them enter some trade or occupation. With this purpose in view, Superintendent Carmichael has called on the business men of Durham to aid him in being of the greatest assistauce possible to the student that must go to work.

North Carolina State Library.

Teachers' Reading Course for Home Study

Under the Direction of J. A. BIVINS, State Supervisor of Teacher Training

A Four Year Course of Home Study for Teachers
Leading to a Diploma for All Who Complete It

THIRD YEAR'S COURSE, 1911-1912

LESSON II.---"THE TEACHER AND THE SCHOOL," CHAPTERS III---V.

By E. C. Brooks, Trinity College, Durham, N. C.

CHAPTER III.

THE STUDY OF CHILDREN AND ITS RESULTS.

We have learned in the first two chapters that a teacher must have scholarship and professional training. That is, the teacher must know what he is to teach, and how he is to teach. But the third requisite is to know the child he is to teach.

Why is the average parent better qualified to teach his child? To become **in loco parentis** then one must have the better qualities of the parent in their dealing with their children. What are these better qualities? What, therefore, are the greatest blunders in dealing with children?

Neglecting the Child.

How many pupils have you in your school whom you really neglect? That is, how many do you have that you put off with just as little attention as possible? Read Nicholas Nickleby or Oliver Twist for good examples of neglected children.

It is said (page 37) that the great difference between the Old and the New Education is found in the treatment of the child. Does your teaching come under this head of Old or New Education?

Why Should We Study the Child?

(1) Is the child understanding what is taught? Of of Old or New Education?

(2) How does the physical condition of the child influence his studying? Give illustrations.

(3) Haven't you noticed that some methods or devices attract some children and not others? Why is it? Some pupils like one subject, while others just as good like other subjects. Why?

(4) The aim of education is to produce an individual of character. Is you aim the same? If so, is your teaching reaching this aim? How?

Methods of Studying Children.

The author (page 45) gives several ways for studying children. Read them and then examine your own work and see whether you have been unconsciously studying children and what you have learned as a result.

Have you ever tried any of these Aids, page 46? Can you use any of them to advantage?

The effect of child study (page 47) is treated at length Have you ever noticed any of these effects in your own eperience?

(1) What is the power of imitation in the schoolroom?

(2) What is the value of considering the physical power of the child?

(3) What is considered in Mental Development.

(4) Why should we have systematic Moral Instruction?

(5) What is effect of Child Study on the teacher? But the greatest of these is **love, sympathy, charity.** Why?

What suggestions of the chapter can you apply to your school or to yourself. Be prepared to name them.

PART II., CHAPTER V.

THE TEACHER AS ORGANIZER.

Nature and Importance of School Organization.

Part 1 treated the teacher in the making, giving as the principal factors of success, Scholarship, Professional Training, and a Knowledge of Child Possibilities and Characteristics. In Chapter 6 the author makes one good practical point under the head of Stages in the Teaching Evolution: (1) Stage of Mechanical Imitation, (2) the Inquiring Stage, and (3) the Philosophic Stage. Study these stages thoroughly and see under which stage you should be placed. How many of you have passed beyond the first stage? How many have gone into the third stage? This would make an excellent subject for discussion.

Those of you who are still in the first stage know probably nothing about School Organization. If you have started the second stage, you may be striving to perfect a good organization, and if you are in the third stage, it is quite probable that the classes are arranged to promote the advancement of the pupil with the least possible resistance.

What does it mean to have a good organization? (See pages 68 and 69.)

How many daily recitations do you have? If the number runs up to forty or fifty, you have a very poor organization. How many times do your pupils recite daily? If some recite two or three and others five or six times daily, the organization is poor. If in the graded schools the pupils have seven, eight, or nine daily recitations, the organization is poor, and is not arranged for the best interest of the child.

The classes should be arranged so that each pupil will recite four or five times daily, and have a good long recitation period for all classes that require much preparation. There should be regular assignments to the library and the material secured from the library should be used on class. In other words, all the force of the school should be brought to the aid of the pupil and the teacher.

Read this chapter carefully. Make out your daily schedule and study it carefully. Can you improve on it? Compare it with the many schedules sent out from the State Superintendent's office.

In the one-teacher school the chief concentration is How can I combine classes? In the city schools it is, How can I divide the grades into classes? Read this chapter carefully.

HUGHES'S "MISTAKES IN TEACHING."

CHAPTER 1.

The author takes up in Chapter I. Mistakes in School Management. It would be well to compare this chapter with Chapter V., Part II., of Colgrove. An outline of this chapter appears above. These chapters are closely related. How much of this can you apply to your work?

Is it a mistake to omit yard duty?

Is it a mistake for the teacher to hold himself aloof from his pupils?

These two questions could be discussed with much profit. In general, this answer would be in the affirmative.

What is the value of demerits after all?

As to the teachers personal conduct and habits, it is well to consider these questions:

Why should the teacher always be punctual?

Why should the teacher be careful about her dress?

Should men go to work without shaving or putting on a clean collar?

Should women be careless about their dress? Why?

As to dealing with troublesome children:

What advantage is to be gained from communicating freely with their parents?

What should be the attitude of teachers to parents?

Should she discuss matters with an angry parent before the school?

The most vital parts of this chapter will form excellent subject matter for association work.

As a rule, the children are turned loose at recess aud play-time. As a rule, men are careless in their dress. As a rule, demerits are instruments used by teacher in punishing a child; but are they effective?

REVENGEFUL ANIMALS AND SYMPATHETIC PLANTS.

(Continued from page 5.)

strikes the hunter with rheumatism, who at once becomes a cripple and suffers immensely.

Snakes and Fishes Hold a Meeting.

The snakes and fishes came together in a council meeting called by Chief Bell Rattlesnake for the reptiles and Chief Rainbow Trout for the fishes. No more slimy or hideous meetings was ever held in the annals of animal history. Chief Rattlesnake addressed the council and told of the trouble that came from the red man.

"Our troubles come with the red man. He treads on us. Hurls stones at us.. He kills us with his tomahawk. He wears our skins about his waist. The red man is our enemy. He must be stricken."

Rainbow Trout replied:

"He sets nets for us. He strikes us with his spear. He kills up. He eats us. The red man is our enemy. He must be stricken."

The rattlesnake placed a curse on the red man. In his dreams slimy things creep over him. They crawl over his face, hissing hot and cold breath in his face.

Fish Hogsucker then cursed him, and in his dream the red man eats raw and rotten food and he awakes writhing in pain.

Other Animals Hold a Meeting.

The remaining animals, including the insects, birds, and smaller animals, came together at a council meeting called by Chief Grubworm, who presided with ease and power. The first business before the council was to decide whether or not man was guilty of all the charges which had been brought against him. Seven votes would convict. A less number would count him "Not guilty."

Bull Frog, very anxious to put in his complaint, appeared, and in a deep voice began speaking:

"Well, something must be done to save our country from the red man. He is taking all our lands and treating us cruelly. He will soon have us scrouged off the world. He has treated us shamefully. My back is full of sores, where I have been kicked about, and where rocks hit me. Consider my afflictions. The red man is guilty!"

Polly Partridge next spoke in tones of condemnation of the red man.

"Consider my race," she said, "which is being killed out so fast. Our bodies are being burned on sticks to satisfy man's mean appetite."

Hen Pheasant then followed with her pitiful tale.

The Honey Bee darted into the council chamber complaining of man's robbery. "He has taken our homes out of the trees, and carried many of our tribes away. The red man is guilty."

After numerous complaints had been made Ground Squirrel came alone to stand up for man. "Man never hurts me nor any of my clan. My size and beauty are admirable traits in the mind of man. I say he is not guilty of the charges which have been brought against him."

Such a speech made the rest of the animals angry. So much so that they jumped on Ground Squirrel, beat him, and tore him with their claws. The stripes have remained on his back to this very day.

The vote was taken at once, and the red man was found guilty and punishment was found necessary. New diseases which afflict man were heaped upon the race. Not a single red man failed to get some forms of illness. If the fertile minds of these animals, assembled, had not become robbed of this power to invent deadly diseases, the human race would have doubtless perished from the earth.

Chief Grubworm was over-joyed at the result. When the last disease on the list had been suggested and passed upon, the Chief rose quickly from his seat, threw his headhigh into the air, and shouted the shout of the victor: "Thanks to you all! Such joy and gladness has never come over me before. It pleases me beyond all expression that so many of the red men will have to die! My body they tread upon. I rejoice."

Grubworm shook with joy. He was so hysterical that he fell over backwards, and has never been able to get on his feet again. On his back has be been doomed to wriggle nad crawl all the rest of his days.

How the Plants Saved the Red Man.

The diseases inflicted upon red men were very many and deadly. To cure them seemed a super-human task, so far as the medicine man knew. But he was not to suffer long, for the sympathetic plants of the forest and meadows came to his rescue when they heard what had been done. They determined to defeat these evil plans and called a universal meeting to form designs. Each grass, moss, tree, shrub; weed and herbs agreed to give of its juicies to save man from disease. For each of the numerous diseases invented by the animals, a certain plant agreed to furnish a cure. The Indian Medicine Man thus communes with the spirits of the plant and is able to obtain a remedy for any of the diseases. The entire Indian race, knows well that in every plant there dwells some good spirit, which has the power to banish the evil spirit of the animals that come to afflict him.

News and Comment About Books

NOTES AND COMMENT.

For diverting games, plays, and songs, primary teachers will find many suggestions and much actual ready-to-hand material in Miss Laura Rountree Smith's "Games and Plays for Children," which has just come from A. Flanagan & Company, Chicago.

There are only 107 small pages in Hughes's "Mistakes in Teaching." It is doubtful whether the young teacher can get more help for forty cents between the covers of any other teachers' book published. Master the 107 pages in this fine old favorite, which has been so wisely placed in the reading circle list for this year.

In a pamphlet on Country Life Defenses, President E. C. Branson, of the Georgia State Normal College at Athens, has been setting forth effectively some factors which contribute to an ideal country life, laying particular stress upon the advantages, both social and economic, of numerous small farms instead of a few large plantations. This pamphlet is one of a series on Farm Life Conditions in the South.

For each month from September to June, A. Flanagan Company, of Chicago, publish in paper covers, a "Plan Book," at twenty-five cents a copy. There are sougs for the month, thoughts for the month, work for each week in the month, and several pages of bright suggestions in Phonics. The songs have the music and there are several pictures. It will help any primary teacher to throw snap, life, and variety into her work.

While the Text-book Commission was in session last summer, one of the books submitted for consideration caught the attention of the Keeper of the Capitol, and so thoroughly interested him that he went to Governor Kitchin and said he hoped the Governor would recommend it for use. "And when you all get through with the adoption," he continued, "please let me have this one." The book in question was "The Story of Cotton," by Mr. E. C. Brooks, which the Rand, McNally Company has just brought out.

Supplementary reading of a distinctively agricultural character is available for the public schools of Illinois in the form of fifty-nine leaflets, on as many subjects, published by C. M. Parker, of Taylorsville, Ill., at a cost of something like a dollar per set. The entire set of fifty-nine is divided into five groups, each in pamphlet covers, as follows: (1) Agriculture—12 Studies; (2) Farm Animals—12 Studies; (3) Animal Husbandry—12 Studies; (4) Farm Crops —12 Studies; (5) Horticulture—11 Studies. They were written by four professors of the Illinois College of Agriculture and make a good, well-balanced outline of elementary agriculture.

Numerous traditions, incidents, and facts pertaining to our State history and geography have been related in rhyming verses by Mr. C. H. Johnson, of Pinnacle, who was formerly county superintendent of Yadkind County. Sixty-eight of these subjects from Amadas and Barlow, White's Return, and Virginia Dare to Gen. Clingman and the Hat, N. C. is My Home, the Saura Mountains, and From Statesville to Toxaway are included in a neat little 79-page pamphlet, bearing the title of North Carolina in Rhyme, which has just been issued by Mr. Johnson. These verses do not have the dash and fire of Macauly's metres, nor attempt to imitate the finished diction of Poe, but they are racy of North Carolina soil and every foot of their cheery measures has a heel that fairly drips with tar.

From E. Steiger & Company (New York) comes "A Book of Programs," by Miss Jane L. Hoxie. It has a hundred pages between heavy paper covers. There is no actual text-matter, but a wealth of programs for kindergarten work, Miss Hoxie being a noted kindergarten worker and author. There are programs for the months from September to June, a Nature Program in Part II, an Industrial program in Part III, a Festival Program in Part IV, and a Sunday-school Program in Part V. The introduction is one of the best pages in this fine little work. With these programs, the kindergarten instructor will find it easier to forsake fragmentary and erratic work and to unify and develop definite progressive instruction. The publishers, we much regret, did not advise us of the price. The cost, we should say, would be not less than twenty-five cents nor more than fifty cents.

A few books call for a book case. The sectional book cases, with glass doors, which may be obtained in uniform units just as needed, have had a wonderful sale since their introduction not so many years ago. Of the various makes now on the market, **North Carolina Education** is glad to bring to the attention of teachers, for their own books and for their school libraries, the Lundstrom sectional book cases, advertised elsewhere in this issue. We know of none sold at a more reasonable price. For instance, their beautiful oak finish, golden quartered oak cases, 34 inches long, for holding ordinary books, may be had, freight paid, for only $2.50 per section. Three of these with top and base will cost only $10.50 and give 96 inches of glass covered book space. And a lady can fold up the sections flat and pack one or two in her trunk—if there's room after the other things get in.

BOOK NOTICES.

The Old Testament Narrative, Separated out, set in connected order, and edited by Alfred Dwight Sheffield. With illustrations. Riverside Literature Series. Cloth, xxi+510 pages. Price 75 cents. Houghton, Mifflin Company, Boston.

Contains substantially the entire narrative portion of the Old Tstament sifted out and arranged in historical order. Repetitions are avoided when unimportant. When parallel accounts are given, the later or less important is assigned to a footnote. There is a fine introduction in two divisions (1) Old Testament History, and (2) Old Testament Narrative. The text is the King James version arranged in modern narrative form with headiugs and side heads like other school histories. This very pleasing volume makes an exceptionally good edition for class use.

The Eleanor Smith Music Primer. By Eleanor Smith. Cloth, 8vo, 128 pages. Price, 25 cents. American

Book Company, New York, Cincinnati, and Chicago.

This primer presents a collection of first-year songs, which are varied in origin and character, childlike in spirit, and very simple in structure. Songs expressive of the natural activities and interests of childhood predominate, while music of lasting quality has been chosen. There are many folk songs, as well as some from well known composers. Part I contains songs to be learned by note, while Parts II and III offer melodies and simple tunes for practice in sight reading and in writing music. The type used is large and clear, the accompaniment being in smaller type than the melody, thus avoiding confusion; while in Parts II and III each type line represents a complete phrase of the song.

Holbrook's Dramatic Reader for Lower Grades. By Florence Holbrook, Author of 'Round the Year in Myth and Song, etc. Cloth, 12mo, 192 pages, with illustrations. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

These little plays — well-known stories done into dialogue—were written for children, who like to imagine themselves living with their favorite characters in forests, in palaces, or in fairy land. The sixteen plays in the volume are suitable for either reading or acting by pupils in the third, fourth and fifth year grades. The plays are, for the most part, based upon the popular nursery tales known to every child, such as Little Red Riding Hood, The Three Bears, Cinderella, Hansel and Gretel, The Gingerbread Man, etc. The numerous illustrations show the actors and actions of the plays, and add to the interest of the book.

Poems. By Madison Cawein (Selected by the Author). With a Foreword by William Dean Howells. Cloth, gilt top, decorated cover, 298 pages. Price, $1.35 net. The Macmillan Company, New York.

The poems in this volume, which has the dating of September, 1911, have been selected by the author mainly from the five-volume edition published four years ago. The selections cover the entire field of Mr. Cawein's poetical labors for more than a quarter of a century and illustrate the music of his "various quills." Many of the poems are musical with May, redolent of roses, opulent with October; in fact, they deal in large number with subjects near to nature's heart, and near to the human heart. The Poetry of Madison Cawein is discussed in a foreword by William Dean Howells, who says there is none of the poems but in greater or less measure "has the witchery native to the poet and his place and his period," the latter referring to the Middle West and the quarter century just closed.

Historical Reader for Schools. Compiled and edited by Horace L. Brittain and James G. Harris. Cloth, 12mo, 266 pages, with portraits. Price, 75 cents. American Book Company, New York, Cincinnati, and Chicago.

A careful compilation of selections from the leading American orators, for use in the upper grammar grades and in high schools. Many of the extracts are admirably suited for declamation, while the book as a whole will be particularly useful for supplementary reading in history. The selections are presented in chonological order, and introduced by biographical notes. Footnotes explain all historical and literary allusions. Seventy-one different speakers and writers are represented in this volume, which offers, within the comprehension and interest of school children, the best utterances of the leading American orators from Washington to Roosevelt.

Garner's Essentials of Spanish Grammar. By Samuel Garner, Ph.D., formerly Professor of Modern Languages, United States Naval Academy. Cloth, 12mo, 232 pages. Price, $1.00. American Book Company, New York, Cincinnati and Chicago.

In this work only such features of the grammatical mechanism are treated as are essential for the reading of ordinary Spanish. Besides the clear exposition of grammar and syntax, the book includes exercises combining drill upon grammatical points with practice in translation and pronunciation, and at the same time provides ample work in memorizing. All the exercises are new, and are incorporated in the text. No ready-made conversation exercises are given, as the sentences have been chosen in great part with a view to their adaptation to oral practice. Special vocabularies accompany the first ten lessons, after which the student is referred to the complete vocabulary following the text.

King's Elements of Woodwork. By Charles A. King, Director of Manual Training, Eastern High School, Bay City, Mich. Cloth, 12mo, 156 pages, with illustrations. Price, 60 cents. American Book Company, New York, Cincinnati, and Chicago.

This book contains 99 half-tone and line engravings; it deals with the growth, qualities, and uses of the different kinds of wood, and the manufacture and care of lumber, from the first steps in logging to kiln drying. There are chapters upon the selection, care, and use of the important types of wood-working tools, the manufacture and use of glue and sandpaper, and the different materials and methods used in staining and finishing woods. If facility is acquired to care for and use the tools described in this book, little difficulty will be experienced in the use of other and more complex tools of the same type. This book is adapted to the student of manual training, the apprentice, and the amateur woodworker, and should find a place in every institution in which elementary woodwork is taught.

NeCollin's Glee and Chorus Book. Edited by J. E. NeCollins. Cloth, 8vo, 208 pages. Price 65 cents. American Book Company, New York, Cincinnati, and Chicago.

This collection is especially adapted to the needs of those schools for which melodius and interesting music, fresh and unhackneyed in character is desired. Though designed particularly for high schools, it will also be found suitable for use in the upper grades of many grammer schools. The parts for boys' voices have been simplified—there are no difficult hass or tenor parts. Both the three-part work and the unison work take the boy as well as the girl into consideration. The collection includes, besides part songs and choruses, devotional, patriotic, and college songs. Some of the old familiar favorites appear, but the greater part of the material is new to such a collection. The accompaniments are easy, thus aiding young conductors. Descriptive notes give interesting information regarding composers and writers, and the histories of the songs. An appendix contains helpful instruction in the rudiments of music.

The Haliburton Primer. By Margaret W. Haliburton, State Normal School, Farmville, Va. Fully illustrated in color and in black and white. Cloth, 132 pages. Price, 30 cents. D. C. Heath & Company, Boston, Mass.

This is one of the two primers recently adopted for five years' use in the public schools of North Carolina. It has pedagogical ozone, too. There's something stirring all through it. From the very beginning there is use of such action words (with pictures, of course) as run, march, jump, sing, dance, whistle, bounce the ball! Nor are phonics, dramatic quality, and ethical values neglected. The type is amply large, the printing is good, and the tone and surface of the paper meet modern requirements for conserving vision. The pictures are line drawings, by a noted artist, the subject matter has a thread of connection and an ever-increasing interest. There are some little jingles, too, and printed music to sing them by. A list of the 274 words in the primer's vocabulary and some valuable suggestions for the teacher are printed at the end of the book. It is

a teachable and learnable little book that will justify its use.

King's Elements of Construction. By Charles A. King, Director of Manual Training, Eastern High School, Bay City, Mich. Cloth, 12mo, 194 pages, illustrated. Price, 70 cents. American Book Company, New York, Cincinnati, and Chicago.

This book deals with the use of the common wood-working tools, and the typical forms of construction employed in fastening wood together, the application of which is the basis of all construction in wood. It also explains the method of reading working drawings, the ability to do, which is of value to every one, and especially so to those who have anything to do with mechanical work of any description. The exercises in methods of construction are intended to familiarize the student with tbeir application in the making of furniture and building construction. The contents of this book are arranged with reference to their value in teaching the elements of construction to students of all grades in any institution which includes woodwork in its curriculum. Tbe apprentice, the amateur woodworker, and the craftsman will also find much which will be of value to him in planning construction.

Milne's First Year Algebra. By William J. Milne, Ph.D., LL.D., President, New York State Normal College, Albany. Cloth, 12mo, 321 pages. Price, 85 cents. American Book Company, New York, Cincinati and Chicago.

In this book the pupil first learns the fundamental operations in connection with positive numbers only. Later he extends these these operations to negative numbers, thus meeting one difficulty at a time. Work in parentheses (which is always difficult for beginners) is not required before page 86, while easy solutions of simultaneous simple equations and of quadratic equations by factoring are introduced early. The treatment throughout is based on the pupil's knowledge of arithmetic. Equations and problems are made important, being treated at eighteen different points. The problems are based on interesting facts from a variety of sources. Graphs are treated in a simple and comprehensive manner, but are arranged so that they can be omitted, if not desired. Factoring is thoroughly done and made easy by the way the cases are classified and summarized. Accuracy is secured by numerous checks, tests, and verifications that the student is asked to make. The reviews are frequent, interesting, and exhaustive.

The Teacher's Practical Philosophy. By George Trumbull Ladd, D.D., LL.D., Ex-Professor of Mental and Moral Philosophy, Yale University. 12mo, cloth, 339 pages. Price, $1.25 net; by mail, $1.36. Funk & Wagnalls Company, Publishers, New York.

Though the familiar style of the fifteen lectures originally spoken in Japan, Korea, and Hawaii four years ago is retained in these chapters, no inconsiderable part of the details and illustrative matter has been cbanged to better adapt the work to American readers. Professor Ladd, in this book, has emphasized the importance, to the teacher and to the cause of education, of the personal and moral elements in teaching. On the tetacher himself depends, in large measure, the formation of the character of the men and women who, in after years, are to become the very backbone and sinew of the Nation's life. He magnifies the office of the teachers, and shows wherein the highest development in character and profession is possible. The discussion has four divisions: (1) "The Function of the Teacher" occupies six chapters; (2) three chapters are devoted to "The Equipment of the Teacher"; (3) "The Chief Ideals of the Teacher" are set forth in three chapters, and (4) "The Teacher's Relation to Society and the State" and a summary occupy tbree chapters.

Nutting's Latin Primer. By H. C. Nutting, Ph.D., Assistant Professor of Latin, University of California. Cloth, 12mo, 240 pages. Price 50 cents. American Book Company, New York, Cincinnati, and Chicago.

This little primer supplies a satisfactory manual for teaching Latin in the upper grades of the grammar school. It is the development of a plan of instruction devised by tbe author for one of his own children. In the formulation and development of the plan of the book, four things are aimed at particularly: To lay a broad and sure foundation of forms; to impress through constant use a limited number of the most fundamental constructions; to make familiar by continued repetition a working vocabulary of something less than four hundred words; and to infuse a large degree of human interest into the work. An integral part of the plan is that the student shall fully master and make his own the vocabulary of each exercise as it occurs. This habit results quickly and naturally in the ability to read at sight. To foster the development of this power, there has been introduced into each exercise, beginning with Number XXXV, one of a series of little stories told in Latin. The series is developed strictly on the gradatim plan, each successive anecdote being constructed so completely of familiar material that footnotes are nowhere necessary. In this way, it has been possible to present a body of material which provides practically ideal conditions for the practice of sight reading.

Speech-Making. Explicit Instructions for the Building and Delivery of Speeches. By Edwin Gordon Lawrence, Professor of Oratory and Teacher of the Dramatic Art. 12mo, clotb, 256 pages. Price, $1.25 net. Postage extra. A. S. Barnes Company, New York.

One would think that by this time we had come to the end of books on oratory and speech-making, but there is room for a fresh, suggestive and practical volume like this one just issued by the author of "The Power of Speech," and "The Lawrence Reader and Speaker." Its aim is to help the speaker to arrange and express his thoughts effectively—in other words, to help one who must speak in public to "think upon his feet," and persuade the minds of his hearers. A dozen pages are devoted to the work of "Construction"; tben follows "Analysis," four models being used; "Composition" and "Delivery" have two separate chapters; and there are nine illustrative "Examples of Division of a Speech," three each for the opening, body, and conclusion. "Examples of Complete Speeches" occupy 50 pages, and illustrate several classes of orations, three examples of "Pulpit Oratory" are given in 20 pages, and about 50 pages are devoted to "Selected Speeches," from English and Irish orators. Some of the American orators represented are Lincoln, Joseph Choate, Prentiss, Lamar, and Garfield.

The Education of a Music Lover: A Book for Those Who Study or Teach tho Art of Listening. By Edward Dickinson, Professor of the History and Criticism of Music, Oberlin College. Cloth, gilt top, 293 pages. Price, $1.50 net. Charles Scribner's Sons, New York.

This book holds interest both for the professional musician and for the mere music lover who listens only, but it is written rather for that large class of music lovers who know something of the theory of music, but get most of their enjoyment of the art from the skilled performance of others. It is intended to educate the listener to a more intelligent appreciation of music and to a more intelligent appropriation of it as a cultural influence when heard understandingly. But the student of music has not been lost sight of; the book contains interest and much instruction for the student and the amateur. The eleven chapter headings are as follows: (1) The New Musical Education; (2) The Music Lover's Need of Education; (3) Definite Hearing: tbe Problem of Form; (4) The Beauty of Melody and

Rhythm; (5) The Beauty of Harmony; (6) Performance: the Art of the Pianist; (7) The Art of Song: Music and Poetry; (8) The Art of Song: The Technique of the Singer; (9) The Problem of Expression; Representative Music; (10) Musical History and Biography; (11) The Music Lover and the Higher Law. The appendix contains a very good and instructive list of non-technical books of value to the amateur music lover.

Vocational Education. By John M. Gillette, Professor of Sociology in the University of North Dakota. American Book Company, New York. Pages 303. Price, $1.00.

The author explains at some length the principles, demands, and methods of vocational education; he states the grounds upon which hopes of success may reasonably rest; he indicates some actual results gained by schools conducted on more practical lines; aud he points out others which would follow upon the reorganization of our educational system in general.

The individual is regarded pre-eminently as a social animal, and consequently his education should have in view his relations to organized society. Such education, however, means a radical reform and can be made possible only by subjecting the schools to a process of socialization —that is, by reconstructing the curriculum so that it will afford training in the vocational activities belonging to society.

This specializing of education, this vocationalizing of the schools, has regard to the constitution, inclination, and ability of the individual, and is intended to give him suitable training for his niche in life, to show him how he can make the most of himself, and in what line he can prove himself most productive to society. At the same time, this scheme of education does not ignore the informational, the cultural, and the disciplinary aspects—it insists that the individual be essentially cultured and fitted for good citizenship.

New Composition and Rhetoric for Schools. By Robert Herrick, A.B., Professor of English in the University of Chicago, and Lindsay Todd Damon, A.B., Professor English Literature and Rhetoric in Brown University. A Revision by Lindsay Todd Damon. Cloth, 508 pages. Price, $1.00. Scott, Foresman & Company, Chicago and New York.

This is a vigorous revision of a work which has been in high favor with schools for a dozen years. The general plan of the work is not upset, but there is some re-arrangement for the better adaptation of the book to present-day methods in English classes, and, by re-writing, a great many of the paragraphs and exercises have been simplified, freshened, and brought up to date. The plan is (1) Making the Composition, (2) Making the Composition Correct, (3) Making the Composition Effective, (4) Kinds of Composition —a good plan, and the skill and engaging thoroughness with which it is wrought out step by step are as fine as the plan. The book begins with the whole composition and then takes up the paragraph, the sentence, and the word in the order given, this providing an elementary treatment of these divisions suited to less advanced students; then the sentence, the paragraph, and the whole composition are again considered under new aspects and in a way adapted to the work of the more advanced pupils. While this new composition and rhetoric is intensely interesting and readable, it is not intended to dispense with effort on the part of the teacher, but it is intended to make success easier for the teacher and class who work upon the methods and materials here suggested. The older work which for a dozen. years has enjoyed an ever-increasing reputation among teachers of Engish composition comes into full flower and wider usefulness in this new edition.

Makers of North Carolina History. R. D. W. Connor. Cloth, 317 pages. Prize, 40 cents. The Thompson Publishing Company, Raleigh, N. C.

This book was recommended by the State Text-Book Commission for use in the public schools, and is just from the press. The publishers have produced, from the standpoint of mechanical book-making, a very attractive book; and the author has written a very readable and a very teachable book. Mr. Connor's dedication to his mother is beautiful. The book is what the title would indicate: stories of the makers of North Carolina history. According to the author's classification, the following are the makers: Sir Walter Raleigh; Thomas Pollock; Edward Moseley; Hugh Waddell; John Harvey; Cornelius Harriett; Hooper Hewes and Penn (the signers o fthe Declaration of Independence); Richard Caswell; Cleveland, Shelby and Sevier (Kings Mountain heroes); William R. Davie; Nathaniel Macon; Johnston Blakely; William Gaston; James C. Dobbin; William A. Graham; Calvin H. Wiley; Zebulon B. Vance; Hill, Pettigrew, and Grimes (Civil War heroes); Charles D. McIver; and Makers of Modern North Carolina. The author disarms the critic who would object to any name given here by admitting in his preface that other students of North Carolina history "would probably reject some names that I have included and include some that I have excluded. I have no quarrel with their choice, and I trust they will have none with mine." This is fair, and Mr. Connor hill hardly have any quarrel on his hands, that is, if it takes two to make a quarrel. The stories are well told. After each chapter are a geography study, review, and questions for special study; and if the teacher will only follow these suggestions the pupils will learn much from this book.

The Story of Cotton. By E. C. Brooks, Trinity College, Durham, N. C. Cloth illustrated, 370 pages. Price, 60 cents. Rand, McNally & Company, Chicago, Ill.

There are two features of this "Story of Cotton" which make it a book of tremendous interest: (1) The subject itself, and (2) the "going" style in which it is written. The cotton industry is probably the greatest single industry in the world if its cultivation, manufacture, commerce and the uses of the cotton products are considered. The influence of the cotton plant in the history of America is especially interesting. The commerce of the Middle Ages, Columbus' discovery of America, the trade between England and her American Colonies, the war of 1812, the building of the Nation, the institution of slavery, the tariff question, the extension of the nation beyond the Mississippi, the Civil War, and the re-building of the South, were all deeply affected by the cotton industry; and the world's commerce for more than a century has been affected largely by it. For nearly a century the industrial life of the South has been either directly or indirectly related to the cotton industry, which controlled for many years the politics of this country and influenced in no small measure the politics of Europe. Therefore, this great economic force has more than ordinary interest for all students of America and especially for students of the South whose history is affected so vitally by it. Pupils in our public schools have been taught almost exclusively the political history of our country. They have had told to them over and over again the story of political upheavals and military operations, although these crises are probably the results of certain economic forces working in the life of the people. It should be one of the chief aims of the schools, therefore, to acquaint the student with the leading economic forces of his neighborhood, his State, and his country, in order that he may better understand the politics of the country. The Story of Cotton treats of one of the greatest industries. The State Board of Education recommends its use in the seventh grade. But it is a book that will charm grown folks also as high up as the seventieth grade, and we could wish that a copy of it might go into every home in the South and be read and enjoyed, as it is sure to be, in the homes where it does go.

W. F. M.

State School News

Henrietta High School, under the principalship of Mr. M. L. White, is making progress. An enrollment of 166 at the beginning of the session is now climbing toward 200 and may go to 225.

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Superintendent Thornwell Hayes, of High Point, has printed in handy pamphlet form the program for his weekly teachers' meetings to December 15. But it is not a cast-iron arrangement. Half the pages and programs are blank to be filled in with such timely items as may arise as the school work progresses.

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Saturday, November 11th, is the date fixed by the Board of County Commissioners of Gaston County for an election on the farm-life school proposition, an order calling said election having been passed at the last regular monthly meeting of the Board. The question involves the levying of a special tax for this purpose of 2½ cents on the $100 worth of property and 7½ cents on the poll.

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Troy took a great step forward on October 3rd when, by a vote of 115 to 15, she voted $20,000 in bonds for the purposes of erecting a new school buildin. The bonds will be sold at once and a modern structure will be ready for occupancy by the opening of the 1912 session. There is general rejoicing among Troy's progressive citizens to-night. Mr. R. E. Ranson, late of Nash County, is superintendent of the school.—Charlotte Observer.

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Couuty Superintendent Thomas R. Foust has moved into the new quarters of the department in the office building at the rear of the courthouse. Superintendent Foust and the Board of Education has the entire second floor of the building. There is an assembly room for the meetiugs of the Board, when delegations are to be heard, a private office for the superintendent and bis stenographer, and a bright, airy reading-room for callers.

B. F. Johnson Publishing Company Secures President Abercrombie.

The B. F. Johnson Publishing Company, of Richmond, Va., announce the employment of Dr. John W. Abercrombie, retiring President of the University of Alabama, whose record of training and experience should fit bim for efficient services in his new field of labor. He is known throughout the country, especially the South, as one of the strongest leaders in education, having served as teacher, principal, city superintendent, State Superintendent, university president, and as presiding officer of a number of educational organizations, among which may be mentioned the Southern Educational Association. We congratulate both the company and Dr. Abercrombie upon this connection, and predict that it will prove to bze mutually agreeable and advantageous.

Industrial Education in Sandy Flat School.

The Sandy Flat school is operated at the unction o fthe road going to Linville and the one going to Shulls' mill. It is about two and one-half miles from Blowing Rock. It was founded by Mr. Moses Cone, and is run under the auspices of the County Superintendent of Education. Half the term it is operated as a county school, and the other half out of the funds supplied by Mrs. Cone, continuing the work her husband started. It has fifty-five scholars. Miss Edna Rheinhardt, of Lincolun County, is the teacher. Aside from the regular academic studies, one morning each week is given to industrial work. There is a large and well-appointed room devoted to this purpose. At this special session once a week there is taught cooking, basketry, bench work, and sewing. During the summer there is a special term of this school conducted by Miss Etta Cone in which is taught domestic economy and household work of many kinds.

Cherryville Schools and Faculty.

The Cherryville Graded Schools began work September 18, with the largest enrollment in their history. The School Board there has just completed the erection of a three-room annex to the building, which greatly relieves the former congested conditions. There are this year employed in the lower grades elght teachers and in tbe high school department three teachers besides the superintendent. During the past three years Prof. J. W. Strassell, of Rockport, Indiana, was at the head of this school and under his supervision it has reached its present high standard. Professor Strassell, who was formerly Superintendent of Spencer County Schools in Indiana, was in June re-elected to the position of County Superintendent at Rockport and together with Mrs. Strassell returned to his former field of labor. He is succeeded at Cherryville by Supt. H. S. Moseby, another Ex-County School Superintendent from Indiana, who comes well prepared for bis work, having had a wide teaching experience and a thorugh educational training in the Indiana Central Normal and Indiana University. His assistants in the high school are Mr. H. Rowand English, of Shelby, N. C., Miss Katherine Whitener, of Stanley, N. C., and Miss Circe Coble of Monroe, N. C. Miss Vida Mauney, of Cherryville, has charge of the music department.

Education Day at Randolph Fair.

Superintendent Lassiter sent out recently a circular letter to all the committeemen and teachers urging them to get all the school children to Asheboro on November 1st, Educational Day at the Fair to enter the grand parade. The Board of Education ordered all the schools of the county to open on the last Monday in October for the purpose of getting the children together.

A premium of $5 is offered to that rural school having the largest per cent of enrollment based on school census of 1910. The second is a large blackboard. This does not include city or town schools, and any one school will have as good a chance to win the premium as any other, although the number of pupils may not be very large.

State Superintendent J. Y. Joyner will deliver an address to the school children that day.

The County Superintendent will be glad to have the committeemen and teachers correspond with him, offering suggestions and helping plan to get all the children to the Fair on that day.

"Your own baby, if you have one," advertized the enterprising photographer, "can be enlarged, tiuted, and framed for nine dollars and seventy-five cents per dozen."

ALL FOR ONE DOLLAR.

How to Manage a School, 10c. One Hundred Hints on the Recitation, 10c. How to Keep Order, 15c. Morning Exercises, 15c. Vest Pocket Dictiouary, 25c. Stocks and Bonds Made Easy, 50c. All the above, postpaid, for $1.00, or any book, postpaid, on receipt of price. If you need to prepare for an examination, send $1.00 for The County Examiner. The Teachers' Supply Co., Grayson, Ky.

FINE Sheet Music! Artistic titles; good print; excellent paper. Sample copy and catalog 7 cents. P. A. Miller, 1802 National Avenue, Dayton, Ohio.

Teachers

for unexpected openings in graded and rural schools. Direct calls every day. Get in line for December and January openings. Special enrollment terms to competent teachers.

Sheridan's Teachers' Agencies, Charlotte, N. C.

Progress at High Point.

The High Point city schools are growing perhaps more rapidly than any other schools in the State. During the last four years three new school buildings have gone up in the different ward. Altogether there are four now. There is talk of another, a bigger and a better, which is to put a Domestic Science, a Manual Training, and a High School department all under one roof. The enrollment this year year reaches 1,400, with a faculty of nearly forty teachers.

The Board of Education was so fortunate this year as to secure the services of Prof. Thornwell Haynes as superintendent. He is a comparatively young man, of pleasing address, a ripe and thorough scholarship, an industrious and enterprising nature and capacity for leadership. His administration has already begun with high promise of signal success.

Mr. J. T. Walker is serving his first year as principal of the South Main school. He is an M.A. of the University of Virginia, in which institution he taught Latin for two years, and was instructor last year in English Literature. And he also has an experience of thirteen years in teaching, besides traveling considerably in Germany and on the continent.

The high school faculty is the best the Board could find after long and mature searching, while the intermediate and primary teachers are nearly all Normal graduates of ripe experience.

A booklet has recently been issued containing a program of teachers' meetings for this fall. Arrangements have been made to have some of the State's ablest educators to meet with the school faculty and friends.

Founders' Day at the State Normal.

Founders' Day is the first public event of the school year at the State Normal. Heretofore the exercises have been held on October 12th, but this conflicts with the exercises of University Day at Chapel Hill and throughout the State and the date has no especial significance for the State Normal. For this reason the date has been changed to October 5th, the date on which the college was first opened to the young women of the State in 1892. Dr. Foust announced that the policy of the college would be to have some prominent North Carolinian to address the students on the occasion every year.

The first event on the program was the visit of a committee from the faculty and two literary societies to the grave of the founder of the college, Dr. McIver, in Green Hill Cemetery. The faculty committee was composed of those members of the teaching force who have been with the institution since its opening, viz.: Mr. Forney, Miss Kirkland, Miss Mendenhall, Miss Boddie, and Miss Fort. Wreaths and flowers were spread upon the mound that covers the ashes of the college's first president.

At 11 o'clock the procession formed in front of the Spencer Building and marched to the auditorium of the Students' Building. President Foust, Mr. Clarence Poe and the faculty leading and the classes following in order. The college orchestra played a selection as the body filed into the chapel. The address of the day was delivered by Mr. Clarence Poe, of Raleigh.

The Annual Declamation Contest at Trinity College.

For the purpose of encouraging literary society work among high school students, the "9019"," a local patriotic and literary organization of Trinity College, last year announced that it would offer annually a gold medal for excellence in declamation.

In the first contest held November 25, 1910, thirty-two schools in North Carolina, Virginia, and South Carolina participated. The high schools are this year cordially invited to participate, in accordance with the regulations set forth below.

The contestants will be entertained in the college commnuity and need incur no expense while in the city.

The date of the contest is Friday evening following Thanksgiving Day.

REGULATIONS GOVERNING THE CONTEST.

1. Any school offering three or more years of high school work may send a representative to the preliminary contest.

2. The name of every boy chosen to represent his school, the subject of his declamation, and a certificate from the principal of his school that he is a bona fide student, must be filed with the contest committee not later than November 10.

3. No declaimer shall be allowed more than ten minutes in the final contest, and selections of from six to eight minutes in length are recommended.

4. The preliminary contests will be held at Trinity College at 9:30 a.m., Friday, following Thanksgiving when a committee of judges will select the best ten declaimers for the final contest of that evening.

5. For convenience the preliminary contest hereafter will be subdivided into sections of not more than twenty contestants, each section receiving its proportional share of representatives in the final contest. The sub-divisions shall be according to States and congressional districts, but the out-of-States contestants shall have at least one section to themselves.

6. The order of speaking in all contests shall be decided by lot, and in the preliminary contest all speakers shall appear by number and subject alone; in neither contest is it contemplated that the deciding judges shall know the school represented by any contestant.

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Some Things the Schools of Hickory Are Doing.

The schools of Hickory are making a fine record in the matter of securing regular attendance. During the last five years the school population has increased 35 per cent; the enrollment in the schools has increased 52 per cent, and the average daily attendance has increased 65 per cent. In other words, the daily attendance has grown almost twice as rapidly as the school census.

The course of study in the high school department of the Hickory schools covers four years, and is based on seven full grades in the elementary school. There is a very close connection between the work in the elementary grades and in the high school grades. More thought has been given to connecting the elementary and high school work than to articulating the high school and the college. More time is given to business arithmetic than to solid geometry; greater stress is laid on commercial geography than on geology or physiography, and more time is devoted to English grammar and composition than to French and German. One result of this policy is that pupils do not drop out of school when they reach the high school grades. Out of a total enrollment of 600 pupils in the schools, 140 are rolled in the high school grades. And there are as many boys as there are girls in these grades.

The annual Exhibit Day has become a permanent feature of the work of the schools. In every grade the pupils are encouraged and stimulated to take great pains with their map-drawning, their spelling papers, their composition work, and all their written work. The pupils carefully mount this work on sheets of cardboard and place it on the walls of the rooms and halls for the exhibit. Great interest is shown in these exhibits, both by the pupils in preparing the work, and by the parents in viewing the handiwork of their children.

Through all the grades the work in the class room is based on the principle that it is better for the pupil to master a few subjects, and to form habits of thorough work, than to acquire a smattering knowledge of many things. No pupil has more than six recitations a day, and no more than five that require preparation beforehand. An hour is given to each subject of study, thirty minutes for study in the room under the direction of the teacher, and thirty minutes for recitation work. The pupil is taught to study out things for himself rather than wait for the teacher to explain everything to him. The underlying motive is to train pupils to depend upon their own exertions, and to become independent and self-reliant students.

Benefactors' Day at Trinity College.

Benefactors' Day at Trinity College was held October 3rd. This is the annual holiday at Trinity College and is always observed on the first Tuesday in October. At the last celebration the President read the names of all friends of the College who have, during the past year, contributed anything to its support or equipment. About one hundred names were read. The total amount is nearly $240,000.

For building, James Buchanan Duke and Benjamin Duke contributed $201,000 and for running expenses $27,500. The North Carolina Conference donates $4,369 and the Western Conference $1,000.

President Henry N. Snyder of Wofford College, delivered the address.

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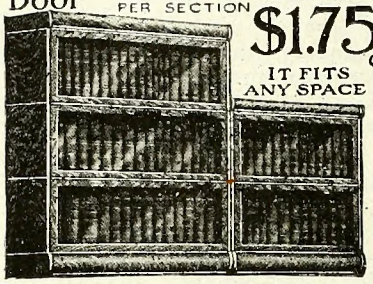

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Newsy Letter From Henrietta.

This is an acknowledgement that I am numbered with the teaching profession and have been for thirty-two years consecutively.

It is further my pleasure to report that my name is written there as a patron and admirer of North Carolina Journal of Education, and that my assistants, Misses Hattie Vernon and Hester Summey join in the glad refrain: "Yes, my name's written there."

We began our preseut term at this place on September 18, 1911, with an enrollment of 134; and now have 166 pupils.

Henrietta is a mill town, in Rutherford County, and has a population of about 1,800. Caroleen, another mill town of about 2,200, is under the same management.

Within about three miles of Henrietta is Cliffside, a very nice enterprising mill town, under different management. In all these places schools are maintained from six to eight months in the year. The management of both places provide liberally for education, and Cliffside, especially has a model school building with good equipment, though we have a fairly good equipment. Henrietta was first built, and hence building is not quite so modern in plan nor equipment.

Henrietta has, in addition, a private school, conducted by Miss Cherry, and a class in piano music under management of Miss Albea.

Generally speaking, the children are bright and enthusiastic; and are making commendable progress.

Nothing short of study at home and at school secures an education. Parents should and must co-operate with teachers.

We welcome all helps and improvements; but the fact remains, there is no royal road to learning.

It is my plaesure to report that Supt. B. H. Bridges our zealous and capable County Superintendent, after a severe illness, is convalescent.

M. L. W.

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Berry's Writing Books—Old North State Edition—are based upon the idea that learning to write is first **thought,** then **action;** first, **concept,** then **reproduction;** first a **picture** of a **motion,** then **motion** necessary to make that picture.

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Alfred Williams & Co., Raleigh, N. C.

Thanksgiving

Is it not cause for thankfulness on the part of primary teachers in North Carolina that at last they have two elementary books that they can use and follow the bulletin issued for their guidance by the State Department of Education?

The HOWELL PRIMER and FIRST READER are the only books published that can be so used. The North Carolina Sub-Text-Book Commission declared in their report last August that the HOWELL PRIMER "marks a new era in the history of the struggle to work out a simple yet scientific method of teaching to read." If you want a manual to help you in teaching the Howell books, use Teachers' Bulletin Number 1, written by Supt. Charles L. Coon, now of Wilson, and sent free to teachers by the State Department of Education. If you have no copy, write to Superintendent Joyner and he will send you one.

Miss Anne T. Wetmore,

at that time President of the North Carolina Primary Teachers' Association, when she received a copy of the Howell Primer in May, 1910, wrote the author:

"We primary teachers owe you an everlasting debt of gratitude for preparing for us the book we so much need in our phonic teaching, which is the only best way." She furthermore declared it is "the book I have been wishing for."

Yes, the primary teachers of North Carolina have something to give thanks for this Thanksgiving Day that they have never had before.

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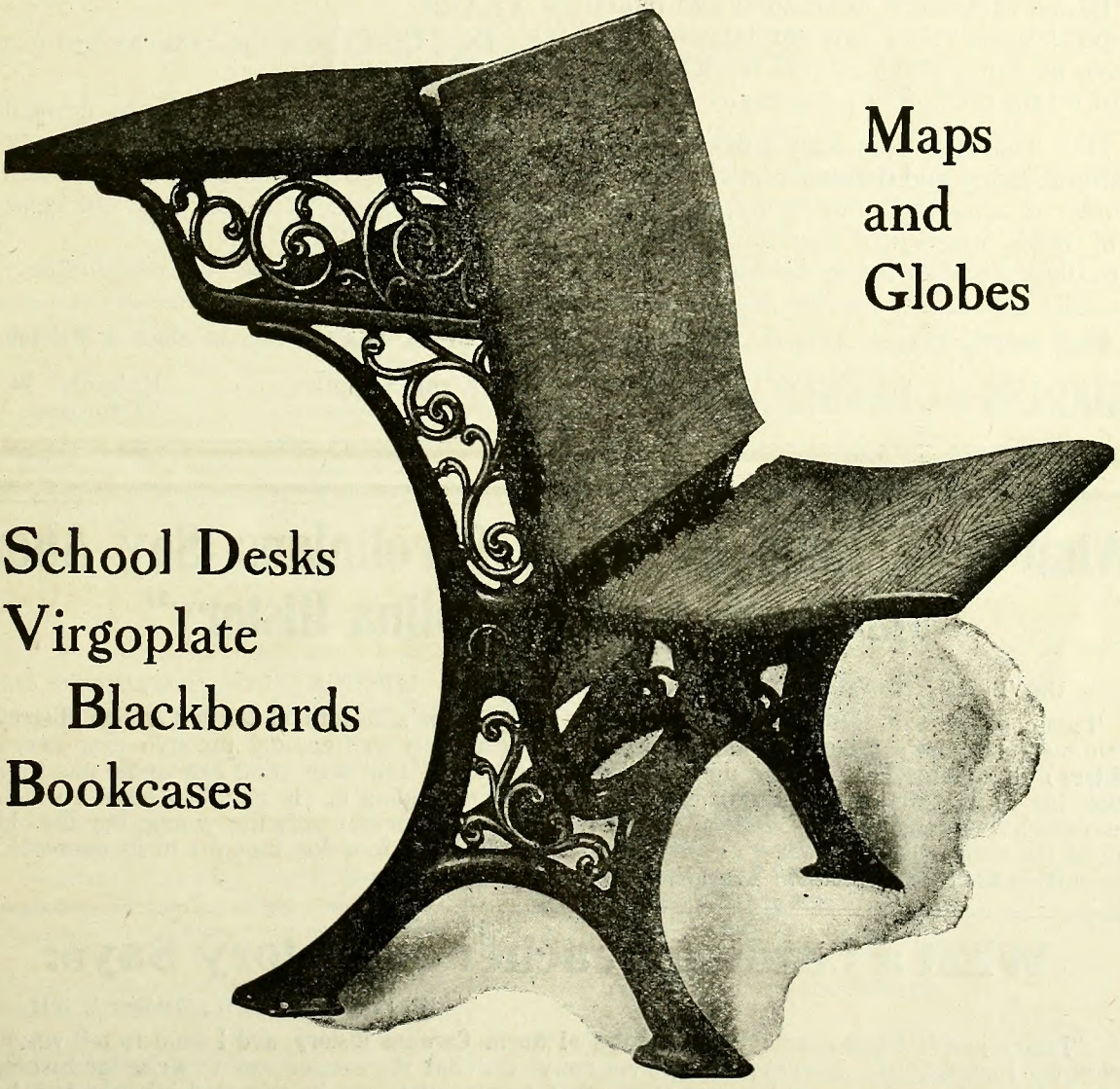

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What Two Eminent North Carolinians Say About "Makers of North Carolina History"

UNIVERSITY OF VIRGINIA, October 4, 1911.

"I am convinced from an examination of this little book (**Connor's Makers of North Carolina History**), that it deserves a place upon the text book list of the State. Its author is a young scholar who has done his work well and the reading of the book will have value for every growing child in the State."—*Edwin A. Alderman.*

WINSTON-SALEM, N. C., October 4, 1911.

Connor's Makers of North Carolina History is accurately written, and the style is so easy and pleasant that any child can understand it and enjoy reading it. It ought to have a wide circulation for not only the young, but the old as well, find food for thought in its contents."—*R. B. Glenn.*

What a Leading Teacher of History Says:

CHAPEL HILL, N. C., October 5, 1911.

"I have just finished reading your **Makers of North Carolina History**, and I want to tell you how delighted I am with it. I am more than ever convinced that the proper way to write the history of a State is in biographies, and I do not think that this opinion can be disputed when a text book for children is in question. It is a delightful little book, and I enjoyed it from cover to cover. I congratulate you most heartily on at last giving the children of the State the book that has been needed so long."—*J. G. deRoulhac Hamilton, Alumni Professor of History, University of North Carolina.*

Approved by the State Text-Book Commission for Use as History or Reader. Best adapted to 5th and 6th grade use.

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NORTH CAROLINA

EDUCATION

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A Monthly Journal of Education, Rural Progress, and Civic Betterment

Vol. VI. No. 4. RALEIGH, N. C., DECEMBER, 1911. Price: $1 a Year.

A Christmas Hymn

Near where the shepherds watched by night
And heard the angels o'er them,
The wise men saw the starry light
Stand still at last before them.
No armored castle there to ward
His precious life from danger,
But, wrapped in common cloth, our Lord
Lay in a lowly manger.
No booming bells proclaimed His birth,
No armies marshalled by,
No iron thunders shook the earth,
No rockets clomb the sky;
The temples builded in His name
Were shapeless granite then,
And all the choirs that sang his fame
Were later breeds of men.
But, while the world about him slept,
Nor cared that he was born;
One gentle face above him kept
Its mother watch till morn;
And if his baby eyes could tell
What grace and glory were,
No roar of gun, no boom of bell
Were worth the look of her.
Now praise to God that ere his grace
Was scorned and He reviled
He looked into his mother's face,
A little helpless child,
And praise to God that ere men strove
About his tomb in war
One loved him with a mother's love,
Nor knew a creed therefor.

—John Charles McNeill: Songs Merry and Sad.

DECEMBER, 1911

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A PAGE OF LETTERS, COMMENT, AND SUGGESTIONS

OUR CAMPAIGN FOR 6,000 SUBSCRIBERS.

Good progress has been made during the month of November in our campaign to get the names of 6,000 North Carolina teachers on the subscription list of **North Carolina Education.** The list published last month has been lengthened by the addition of fine lists from Superintendents Royall, Wooten, Matthews, Martin, McGoogan, Pusey, Bridgers, Wright, Askew, Holloway, Johnson, Barnes, Foster, Pittman, and others, an increase of over 700 names.

This number will be still further augmented during the month of December, but there ought to be at least a thousand additions a month until the minimum of 60 per cent from each county has been reached. Have you made your best effort yet, dear Mr. Superintendent, to see that at least 60 per cent of your teachers are taking the Reading Course and **North Carolina Education?** If not, do so during this month of December, and let us move forward as quickly as possible to the 6,000 mark.

ARE YOU TAKING THE READING COURSE?

By H. H. McLean, Manager Pitt County Reading Course.

Teaching is more a matter of inspiring than imparting. It is leading, not driving. The person who can thus lead, inspire, quicken, is a good teacher. The teacher of the future will be a person of thought, of usefulness, and common sense, who will brush the dust from his mental impressions, rid his brain of cobwebs, and keep out of ruts by reading good professional literature. Such professional literature is found in the Teachers' Reading Course for this year.

How to Study (price $1.10) was read last year, but owing to its exceptional worth, it was deemed best to make a more extensive study of it, so it was placed in the course again this year. If there are any teachers who have not read or studied this book, they will do well to read it carefully.

The Teacher and the School (price $1.10) is truly a professional book, handling such topics as "The Making of a Teacher," and the "Teacher as Organizer, as Instructor, and as Manager," and deals with problems in discipline and management, yet it is written in such style as to make one anxious to know what is coming next, and sorry when one has finished the book.

Mistakes in Teaching (price 40 cents), as some one has said, is "Not a book of don'ts." If you will read this little book, and act on its suggestions, you will find it a willing and ready guide to pilot you over many a perilous place in discipline and school management, etc.

North Carolina Education, our teachers' journal, (subscription price 50 cents in clubs), is doing a great work. Aside from furnishing us with "shop" news, it gives us much professional literature of a high class, to say nothing of the outline of the work for the Reading Course which appears in each issue. This outline covers the entire course and is a great help to those taking it. Much good has been accomplished through this agency for professional improvement of teachers.

Fellow-teachers, there are professional schools sending out professionally trained teachers every year to labor with us, and, in many instances, set the pace for us. Now, if there be any of us so unfortunate as not to have had that professional training, how are we going to keep the pace set by the professionally trained teacher unless we do some professional reading? Then from a sense of duty to ourselves and the school children we teach, let us one and all rally to the Teachers' Reading Course, for by means of this teachers are getting a professional spirit and attitude that is indicative of further advancement and proficiency.

ODD GEOGRAPHICAL FACTS FEW PEOPLE KNOW ABOUT.

The following list of odd things about the earth that the average person does not know has been compiled by Prof. R. H. Whitbeck, of the University of Wisconsin Geology Department:

Did you know—

That the Pacific end of the Panama Canal is farther east than the Atlantic end?

That Venice, Italy, and Montreal, Canada, are in about the same latitude?

That if an express train had started out from the earth for the planet Neptune at the birth of Christ, and had traveled sixty miles an hour day and night ever since, it would not yet be half way there?

That Cuba would reach from New York to Chicago?

That the mouth of the Amazon River is as near to Europe as it is to New York?

That Texas is larger than Germany and as large as 212 Rhode Islands?

That, when measured in degrees of longitude, San Francisco is about in the middle of the United States, including Alaska?

That the entire continent of South America lies further east than Florida?

That Glasgow, Scotland, is in the same latitude as Alaska?

That, if the southern end of Chile, South America, were placed at Florida that single country would extend northward entirely across the United States and Canada and half way across Hudson Bay?

WAS PRESIDENT TAFT A BRILLIANT PUPIL?

The day after his election to the Presidency of the United States, William H. Taft returned to Woodward High School, at Cincinnati, his alma mater, to lay the corner-stone of the new building, which a niggardly Board of Education had at last been shamed into putting up. Hundreds of alumnae were gathered for the event, the women wearing blue shirtwaists and had-bands, the men all in blue ties and waving blue penants bearing the name of old Woodward.

In that connection the question was raised whether President Taft had been a bright pupil when in high school, and an investigation of his marks, on file there at the office, shows the per cents on which he was promoted from one grade to the next to stand as follows:

First Year—Latin, 85; Grammar, 88; Algebra, 96; Anatomy, 93; History, 87; Drawing, 88; Elocution, 91; Deportment, 97.

Second Year—Latin, 85; Greek, 86; Algebra, 82; Geometery, 100; History, 96; Deportment, 95; Elocution, 100.

Third Year—Latin, 88; Greek, 97; Geometry, 100; Elocution, 90; Trigonometry, 90; Deportment, 95.

Fourth Year—Latin, 93; Greek, 91; Literature, 87; Elocution, 97; Deportment, 94.—Felix J. Koch, in Texas School Journal.

HOW TRANSPORTATION OF PUPILS WORKS IN VIRGINIA

L. C. Brogden, in Education Bulletin XVII.

(This Article is selected from Education Bulletin XVII.)

Isle of Wight County, in which the Carrollton School is located, is situated in the southeastern section of the tidewater region, and is just north of Northampton County, North Carolina. In its geographic features, climatic conditions, and agricultural products, Isle of Wight County may fairly represent the typical county in the eastern tidewater region of this State.

The Carrollton school may he accurately described as a typical consolidated rural graded school, having, in addition to seven years of elementary work, effective high school advantages. In the formation of the school, five one teacher schools were ahandoned. The school, located on a site of two and one-half acres, is surrounded on either side by woods, while in front is a large corn field.

The huilding is a comfortable and a rather attractive two-story frame structure, and erected at a cost, including adequate equipment in modern patent desks and hyloplated hlackboards.

The school runs eight months each year, employs four competent teachers, three of whom devote their time to work in the elementary school, and Mr. Timherlake, who is an enthusiastic teacher, has charge of the high school work and directs and supervises the work of the entire school. Last fall the school had enrolled one hundred and eleven pupils, twenty-four of whom were in the high school department.

A Visit to This School.

The day I visited this school was a cold, rainy and disagreeahle day in November, yet I counted six school wagons in front of the school—two one-horse wagons and four two-horse wagons. The four two-horse wagons used are the Hackney wagons, made at Wilson, N. C. These wagons were comfortahle, provided with well cushioned seats, were well curtained and covered with painted sail cloth. That this is a thinly settled territory is evidenced by the fact that the area of this consolidated rural graded school is 56 square miles, and that of the one hundred and eleven pupils enrolled in Octoher, ninety-four lived beyond a reasonahle walking distance, and are brought to this school in these six wagons.

The roads over which these pupils are heing conveyed are sandy and in many places are characterized hy heavy sand. These roads are quite typical of the roads traveled over in many parts of the tidewater region of this State. But while several of the children hrought to this school have to ride six, seven and eight miles, when I asked them if they would he willing to give up the wagon and return to the little one-teacher school near their home which had been abandoned in the formation of this conscolidated school, they answered unanimously in the negative.

The Cost of Transportation and the Educational Efficiency of This Consolidated Rural Graded School and the One-Teacher School Before Consolidation.

The ninety-four enrolled children are heing hrought to this school at a cost of 7.7 cents per pupil, or at a monthly cost of $1.54 per pupil, which is $1.02 less than the montly cost of teaching alone per pupil in the one-teacher schools in North Carolina having from one to twelve pupils in daily attendance.

As to the efficiency of the work now done in this well-organized consolidated rural graded school, with three well trained and competent teachers to do the work in the elementary school, with an efficient male principal to teach the high school subjects and to supervise the work that was done in the five one-teacher schools scattered over a territory of fifty-six square miles before consolidation, into this central school and puhlic transportation employed—comparison is hardly possible.

Definite evidence, however, of the increased efficiency of this consolidated school over the one-teacher schools abandoned in the formation of this school is given in the records of County Superintendent Rawls, made hefore and after consolidation and puhlic transportation were effected. His records show that forty-eight more pupils are now heing hauled from the same districts to this consolidated school than attended these five one-teacher schools prior to their consolidation; that the per cent of enrollment from the same districts in daily attendance has increased seventy-five per cent; that the per cent of pupils enrolled from these same districts doing high school work has increased from zero to twenty-one per cent; and that the per cent of teachers having normal training and college diploma who teach common school hranches to the children from these same districts has increased from zero to 66.6 per cent.

Quality and Quantity of Supervision in the Consolidated School and the One-Teacher Schools Before Their Consolidation.

Before consolidation and transportation there were five different schools to supervise, scattered over an area of fifty-six square miles; now there is only one school to supervise. Before consolidation each of these five schools was separate and distinct, without co-ordination or correlation, each school pursuing its own method of work, and each school with its own individual standard of teaching efficiency to approximate. Now these five separate schools are comhined into one well organized and effectively conducted school with the work through the different grades co-ordinated and correlated. Higher standards of teaching efficiency are attained and presided over by a competent male principal, who can devote a portion of his time each day to supervising the discipline of the children in the entire school, and who can devote a portion of his time each day in directing and supervising the work of the teachers, aiding them in working out more economic and efficient daily programs, and stimulating them through private conferences and through well planned and regularly conducted teachers' meetings. The time formely spent on the road by the county superintendent in visiting each of these five schools scattered over this territory of fifty-six square miles, is now heing spent in this one school, in direct and vital contact with teachers and pupils, supervising and redirecting their work along more effective channels.

EVOLUTION OF FARM TEACHING.

It has been a delight to see the evolution of teaching for the farm. In one normal school we have watched the evolution:

In 1900 they called it "Applied Botany."
In 1902 it was "Nature Study."
In 1906 it was "School Garden."
In 1909 it was "School Agriculture."

Now they have a real farm of six acres, and the students are learning to run the farm, and they study real life in a real way. They raise things in the right way. They make the farm pay. They develop brain power and attain culture as well as a knowledge of what to do, how to do it, and when.—Journal of Education.

PRACTICAL SUGGESTIONS FROM TEACHERS TO TEACHERS

[The following lesson plans were prepared by the teachers of Durham County and discussed at the Teachers' Association in November.—E. C. B.]

A PHYSICAL GEOGRAPHY LESSON.

By Holland Holton.

Illustrative Lesson in Geography, Showing Parallel Facts Introduced into the Recitation—Saturday, November 4, 1911.

Lesson Assigned: "Rivers and River Valleys," Chapter 4, Tarr's New Physical Geography.

The lesson deals with these topics: (1) Supply of Water; (2) Rain Sculpturing; (3) Rock Load of Rivers; (4) The Erosive Work of Rivers; (5) Water-falls; and (6) Young Stream Valleys.

Under the topic, Supply of Water, the text mentions evaporation, run-off, and percolation, with a view to showing that all rain water sooner or later reaches the sea again, and that one-fourth to one-third actually runs off directly. Conditions mentioned as being favorable to run-off are (a) heavy rains, (b) clay soils, (c) frozen soils, and (d) lack of vegetation. Here I had the class think out what would be the effect upon a stream in the lower part of its course if the forests were destroyed in the upper part of the course, and brought in the fact that the destructive floods down east two or three years ago were explained in large degree by the rapid destruction of the forests on the mountains in which our rivers rise. The Appalachian Forest Reserve was mentioned as being intended to prevent just such dangers, and here I let the pupils work out the question as to the value of the reserve to them as dependent upon manufacturing—its value in keeping a steady supply of water in our rivers. (In this connection we barely touched upon Charlotte's predicament in the recent drought.) Then we discussed the other side of the topic, the forces that regulate the supply—springs, lakes, swamps, and glaciers, and mentioned the fact that the volume of water flowing over the Niagara is nearly constant.

Under the topic, Rain Sculpturing, the text calls attention to the manner in which the surface of a road or a plowed field is often gullied by washing rains and the only outside matter it was necessary to bring in was to call attention to the well-gullied roads to one side and back of the school-house as compared with the yard, which is protected by a good stand of grass.

In regard to the rock load of rivers, I asked the question as to what causes the hardness of some well-water, with a view to bringing out the fact that such water actually contains rock in solution. Then I asked questions leading to the idea that rivers also carry minerals in solution, and then as to the other forms of rock load—that of fragments carried along by the current and of sediment in general—I asked why streams, even branches, were muddy after a rain, to impress the fact that the rivers are thus carrying away the land bodily. We here dwelt a moment or two on the effect solution and erosion would have on the stream channel and compared their relative importance by means of the Mississippi rock load consisting annually of 7,500,000,000 cubic feet of sediment and over a third (2,850,000,000 cubic feet) as much mineral matter in solution.

The topic, Erosive Work of Rivers, was thus mainly covered in the preceeding topic, except the fact as to the varying rate, due as the text explained, to variation in rock, slope, volume, and sediment supply. Here came the illustration of the little work done by clean rivers emerging from lakes as compared with the vast canyons of the Colorado cut by its heavy load of rock fragments.

The subject of Water-falls and Pot-holes we illustrated by supposing the class-room filled with sand or some soft layer of soil up to a level with the table in front of the room and a steady stream of water flowing across the table and soil to the back of the room. All agreed that the water would wash away the soil more rapidly than the table top, that as a result there would develop a fall from the table to the softer layer, and finally a hole in the layer where the water fell. Further all agreed that if the table-top, representing some hard layer of rock, were resting upon the softer layer, the soil would gradually wear away from under it and thus cause it to fall and the fall to retreat upon the stream.

Finally, in regard to the topic, Young Stream Valleys, which we were barely able to enter before the close of the period, I left this question with the class to think out: What would be the development of a river originating in West Durham? The purpose of this was to draw out the fact that the water would first fill all the hollow places until they overflowed, that they would overflow at the lowest and weakest point in their sides and follow the course marked out by the irregularities of the land surface, and that this consequent course would continually deepen as water flowed through it until finally the little lakes, or hollows, would be completely drained.

OUTLINES OF A PRIMARY READING LESSON.

By Miss Annie Lee Mann.

In our today's lesson we have learned how the Japanese children live and what games they play. Tomorrow we will have a story which they like to hear. It is about a Japanese boy named Urashima. Our lesson is in three parts, so you must remember these three questions: "Was he a cruel boy? If not, what reward was given him for his kindness? He failed to keep one promise. What was it and what was the result of his forgetfulness?" These questions gave the children something definite to look for and inspired them to study their lesson faithfully.

The children came on class eager to tell the story of Urashima. After they had given the aim and main facts of the lesson, we read it. Instead of saying, "Read the next paragraph, Mary." I asked a definite question which was to be answered in it. This kept up interest during the reading. When the reading was finished, the story was given in full and discussed. Then I told them the story of Rip Van Winkle.

Now, I will tell you a story about an American man who slept for twenty years. His name was Rip Van Winkle. He was not very industrious, so he did not like to stay at home. He preferred to talk with his friends, play with children or go hunting. He was very kind to children and they loved him very much. Whenever they saw him coming they would crowd around him, begging him to make kites and other toys. This he always did. He would help any man, woman or child whom he found in trouble.

One day while he was hunting in the mountains he became tired. He lay down on a green knoll with his dog and gun beside him. As he was about to descend he heard a voice calling, "Rip Van Winkle, Rip Van Winkle!" Looking down, he saw a funny little man climbing up the mountain and carrying a cask that was

much too heavy for him. His strange appearance frightened Rip Van Winkle.

After they had questioned me about the story we compared the Rip Van Winkle of Japan with the Rip Van Winkle of America.

The interest aroused by the stating of the aim the preceeeding day was kept up by questions about the lesson and bringing in outside information. As the children's thoughts were centered upon the lesson they were attentive and orderly. The telling of a story not in their book, but connected with their lesson commanded their confidence and respect.

LESSONS IN UNITED STATES HISTORY.

By Miss Lela Young.

The class was about to take up Channing's Students' History of United States, page 21. It had already used Tappan's England's Story, Harding's Story of the Middle Ages, and Myer's General History with some emphasis on their relation to American History. For my own preparation I had used Cheyney's European Background of American History. The children had reviewed in their General History the results of the Crusades and the fall of Constantinople with a view to finding a reason for the interest in geography which led to the voyage of Columbus.

The class discussion was opened by asking the opinion of the class as to what is the main purpose of the work that is carried on in the world. Some hungry lad suggested the effort to get food and from that we led to a discussion of the poor food, unsanitary conditions, lack of preservatives, and especially the honor in which pepper was held during the Middle Ages. I had them think as to how different our own life would be without our abundant supply of salt, our cold storage, and our various refrigerating processes. People of the Middle Ages not having any of these, the next natural question was as to where the necessary spices, drugs, and preservatives were to be obtained. This brought on the results of the Crusades in opening up our way to the East, the establishment of trade routes, and above all in broadening the minds of the people so that they became interested in new trades and industries. In connection with this a few of the old trade routes were traced for map work.

The map work led to the question as to why any change should be necessary. Here came the story of the rise of the Turks and the fall of Constantinople, with its consequent hindering of trade, and the further quickening of mental growth. These two forces working together, revived curiosity as to the stories of earlier travelers which might have aroused the young Columbus. The stories of Marco Polo and Sir John Mandeville were then assigned to individual members of the class for reports at the next recitation leading up to a discussion of Prince Henry, the navigator, and other explorers immediately preceding Columbus.

SOME INTERESTING FACTS ABOUT THE TOAD.

By C. S. Brimley.

The following interesting facts about the toad are taken from an article published by Mr. Brinkley in The Progressive Farmer in September:

"The toad, though not fond of staying in water, has to go there in spring and summer to lay its eggs. These are laid in long strings of jelly, the eggs looking like beads inserted at regular intervals in the strings. While the eggs are being laid, the male toads in the water give vent to loud droning calls or screams, which may be heard all day long in the spring, but only at night in summer, it being too cold for the toads at night in early spring and too hot in the day-time in mid-summer. So at each season tbey choose the most agreeable time of the twenty-four hours for egg-laying.

"As the eggs are most usually laid in temporary pools, the young tadpoles which hatch from them a few days later have to develop rapidly, so as to become young toads before their dwelling-places dry up, and this they do, absorbing their tails and growing legs in less than two months from the time of hatching. They are then perfect little toads, but only about as big as one's little finger-nail, and may be seen hopping about near water almost any time in summer.

"The toad has a most interesting mode of capturing his food, his long sticky tongue being attached only just inside his mouth, and when an unlucky insect comes near enough to Mr. or Mrs. Toad, out darts the tongue, licks up the insect, and disappears in the toad's month again. As they are entirely insect-eaters, they are very valuable to farmers and gardeners, and probably destroy more insects than any other animals whatever. Some one has estimated that a toad may save as much as nineteen dollars to the man on whose land it stays, simply on account of the many injurious insect it eats—from $19 down, varying with the value of crops and damage by insects.

"As a toad grows, he becomes too big for his skin and has to grow a new one underneath the old one, and when the new coat is ready, the old one splits upon the back, down the belly and down each leg. The toad then wriggles out of the skin as best he can, and when at last free from it, rolls it up into a ball and swallows it.

"In winter the toad burrows a few inches into the ground in some convenient place and sleeps away the cold weather in peace.

"The warty skin of the toad secretes an unpleasant tasting and smelling liquid, which prevents most animals from caring to eat it, but in spit of this, certain snakes, particularly tbe spreading adder and the common water snake, feed very largely on toads."

THE FROG AS A BAROMETER.

A small green frog is found in Germany which always comes out of the water when cold or wet weather is approaching. These frogs are caught and kept in glass jars furnished with a tiny ladder and half filled with water. The frog weather prophet sits high and dry on the top of his ladder for several hours before a storm, and climbs down to the bottom when the weather is to be fair and clear. Other remarkable weather prophets are leaches.

THE SPIDER AS A BAROMETER.

The spider is a good example of a living barometer. Every twenty-four hours the spider makes some alteration in its web to suit the weather. When a high wind or heavy rain threatens, the spider may be seen taking in sail, shortening the rope filaments that sustain the web structure. If the storm is to be unusually severe or of long duration, the ropes are strengthened as well as shortened.

On the contrary, when you see the spider running out the slender filaments, it is certain that calm, fine weather has set in, whose duration may be measured by their elongation. When the spider sits quiet and dull in the middle of its web, rain is not far off. If he be active, however, and continues so during a shower, then it will be of brief duration, and sunshine will follow. When you see the spiders coming out of the walls more freely than usual, you may be sure that rain is near.

POOR TEACHING OF ENGLISH IN THE HIGH SCHOOLS

By E. C. Brooks, Chair of Education in Trinity College.

There are a number of high schools in North Carolina that send out well prepared pupils in all the subjects taught in the school. It is frequently the case that one can find better teachers and better teaching of certain subjects in the high school thau is found in the same subject in the college. Sometimes teachers in the high school take more pains with the pupils, are more sympathetic, and put the subject matter on a better intellectual plane for the pupils. Nevertheless, it is a fact that poor teaching is sometimes in evidence in the high school.

It is not the purpose of this paper to give the cause of poor teaching in English in some of the so-called best high schools, both public and private, but merely to give some examples and leave the cause with the high schools. I am giving below, therefore, some paragraphs taken from Freshman compositions or themes handed in by pupils that have graduated from high schools in North Carolina.

Two of these were awarded scholarships by the school. One came from a school that is rated first class—that is, students graduating are supposed to have fourteen units. Another is a graduate from a school offering twelve units. And all are graduates from high schools that offer more than ten units.

Five paragraphs are given below. Each was taken from a student's composition, and the compositions represent five different schools. Here they are, mistakes and all.

Examples of Poor English.

"Wen the early settlers came two North Carolina they found no roads on which to travle the Indian he trail the pathes of wile best. But two day is not so for I see among the best people of the State. The question of good roads and Highways."

* * *

"The tennis club has organized and begun preperations for the winter collegeate tournaments to be pulled off some time this fall. The prayers are chosen upon their actual merit. Each won must piay so many other men and then the victars constest among themselve."

* * *

"The first recital given by the students of the Southern Conservatory of Music was rendered Saturday evening before an audience that filled the large auditorium and all that seemed to euter into the spirit of the occasion, and also appreciated to work of each student."

* * *

"The State of North Carolina has many things that would interest, such as the State legislature which covers good majority of ruling part of the State. The city of Raleigh has a fair during this month and will interest the majority of people of North Carolina."

* * *

"The State fair is very emportant to the people as a whole for the following reasous

It bring the people closer togather and show to them what is being done all over the state

A fair of this kind, or at least any fair, encourage in the occupats to do it better."

* * *

Of course a fourth grade pupil in the best city schools or rural schools should be able to write better English than this.

Suggestions for Teaching to Write.

1. In the first and second grades students should copy words and sentences, observing correct use of capitals, periods, and question marks.

2. In the second grade teachers should dictate short sentences to pupils, sentences that they have previously copied, and they should be required to observe the forms mentioned above.

3. In the third grade pupils should be taught to reproduce orally short stories and to write a short story from outline. This is difficult but it can be taught in the third grade. Of course the oral reproduction of stories should be begun in the first grade. But in the third grade they should be able to write a short story from the story reproduced orally.

4. Any good language book will give suggestions for teaching children to write correctly and teachers would do well to consult two or three such books, for directions in the fourth grade. After the fourth grade the work is largely confined to making habitual the principles taught in the first four grades.

SCHOOL GARDENS IN TEXAS.

The school garden system of San Antonio, Texas, is on an established practical basis. It is said that this city has more gardens attached to its schools than any place of its size in the world. There are 949 of these cultivated plots attached to the twenty-nine public school superintendents, but the work of planting, cultivating and harvesting the products of each is carried on by he pupils of the school to which the garden belongs. The gardens vary from one-tenth to one-quarter of an acre. tI is estimated that the total acreage is more than 100, or equal to that of a good-sized farm.

The boys of the schools take a great pride in their gardens. The teachers declare that since the gardens were established the boys are much more industrious in their studies, that they learn more readily and that they all show evidence of material improvement in their health and physical condition.

The climote of San Antonio is perculiarly adapted to the operation of the school garden system. The work can be carried on during practically the whole school term. Certain vegetables can be grown successfully during the fall and winter. The spring gardens are planted early in February and the products are matured and harvested by the time the school term ends in June. An enormous quantity of vegetables is grown. The boys take such a keen interest in the work that they give little to playing the games that usually cousume a good part of the time of young students. There is much rivalry among the different schools over the gardens.

Text-books on agriculture now are used in the public schools of San Antonio. The youths are given a basic training in farming and gardening and are enabled to put their knowledge to practical use in the gardens that are provided for them. Energetic boys who become interested in the work do not confine their labors to the school garden but many of them have converted unsightly back yards and vacant lots at their homes into cultivated plots.

The first lesson of life, as Lowell reminds us, is to burn our own smoke; that is, not to inflict on outsiders our personal sorrows and petty morbidness, nor to keep thinking of ourselves as exceptional cases.—Pennsylvania School Journal.

OPPORTUNITY WASTED IN THE COUNTY TEACHERS' MEETINGS

By Charles L. Coon, Superintendent Wilson Public Schools.

From reports in the daily papers I see that we have the county teachers' meeting with us again. I need not add that we are also having more than the usual number of addresses at these meetings, some of which the newsgatherers have failed to find subjects for, but which no doubt had subjects when delivered!

Here is a typical program of one of these meetings, which are sometimes compulsory. The president of the association "opened the meeting and made an excellent address" (no subject named). Then, Prof. ——— "delivered a timely and pointed discourse on the daily program and how to use the rural library." Then, Miss —— discussed the use of (advertised) a primer. Miss ——'s discourse was said to be "the feature of the meeting." Then, Prof. —— discussed "public school government and discipline." The reporter says of this last address that it was a "fine discourse, from which a great deal of valuabel points were gathered as to how to manage and control children in the public schools." Of course, one can only conjecture what "a great deal of valuable points" means. But what use is grammar in the presence of such an inspirational address on discipline as this one must have been?

And the exercises closed with a report of the Betterment Association.

The reporter then congratulates the county superintendent on the above excellent program, and says the teachers can always depend on having an excellent program at the future meetings of the association, because the county superintendent "has the interest of the schools of the county at heart."

Can you imagine this meeting? I have attended hundreds of them. The ladies and gentlemen come to the meeting on time or tardy, as they like. The ladies always come with their Sunday hats on, their gloves, their umbrellas and their handbags. Most of them never dream of going to do anything except to listen. In fact, most of these teachers' meetings are simply occasions for the exploitation and dispensation of various and sundry inferior brands of "hot air," by visiting and local pedagogues.

We have four new readers and two new primers, two new physiologies, two new geographies, a new set of copy books, a new spelling book, and a new set of drawing books, all to get acquainted with and to learn how to teach. And here we have a meeting listening to speeches on discipline and other subjects equally as thrilling and uninteresting to one who really would like to know more about the real work of teaching.

Is it not time for the State Department of Teacher Training to take charge of the programs of these county teachers' meetings? In fact, the whole idea of what should be done in these teachers' meetings needs revision. These teachers' meetings should aid the work of teaching; they should help in teacher training. I mean that these meetings should help teachers to learn how to write, to draw; aid them to learn phonics and show them how to teach reading, and the like. Then, if any one wants an audience to which to deliver addresses, let him go into the ministry or on the lyceum platform. The one thing needful for North Carolina teachers for some years yet is expert and technical knowledge of the subjects they must teach. When this is acquired, then they will not need to be lectured and regaled with mouth-filling and inane generalities. What about it, brethren?

STUDIES IN NORTH CAROLINA POEMS

V.—LINES.

By Mary Bayard Clarke.

The Author.—Mary Bayard Clarke was born in Raleigh, N. C., about 1830. She was the daughter of Thomas P. Devereux and married Col. William J. Clarke, who distinguished himself in the Mexican War and commanded a North Carolina regiment during the Civil War. The family lived in Cuba and Texas awhile. But at the outbreak of the war they returned to Raleigh.

Mary Bayard Clarke was a woman of unusual brilliancy. She wrote both prose and poetry, and at the close of the war resorted to her pen as a means of livelihood. In 1854 she published a collection of North Carolina verse under the title "Wood-Notes." On her return from Cuba in 1855 she wrote "Reminiscences of Cuba" for the Southern Literary Messenger. She published many graceful poems sometimes under the penman of "Tenella," sometimes as Mrs. W. J. Clarke, and sometimes as Mary Baird Clarke.

One volume of poems called "Mosses From a Rolling Stone, or Idle Moments of a Busy Woman," was published and sold for the benefit of the fund for a cemetery in Winchester, Va.

Among the poems written by her are "Battle of Manassas," "Battle of Hampton Roads," and other war lyrics. She wrote many poems and contributed many stories to literary magazines. She was for a time associate editor of "Literary Pastime," a weekly journal printed in Richmond.

* * *

The Poem.—The author here recalls the patriotism of North Carolina soldiers in the Revolution; but laments the fact that so many North Carolinians are leaving the State and lending their talents to the building of other States. There was a period of our history when the exodus to other States was almost as great as the birth-rate in the State.

* * *

LINES.

All hail to thee, thou good old State, the noblest of the band,
Who raised the flag of liberty in this our native land!
All hail to thee! thy wortby sons were first to spurn the yoke;
The tyrant's fetters from their hands at Mecklenburg they broke.
No coward foresight they possess'd, on peril's brink to pause,
Now waited for a sister State to lead in freedom's cause.
"Our lives, our fortunes," was the cry; "our honors and our all,
We lay upon our country's shrine, in answer to her call."

From every heart there arose a shout, "No longer will we lie
Submissive at the tyrant's feet: we'll conquer or we'll die;

For freedom and our liberties we'll brave proud England's host!"
King's mount and Guilford prove it was no idle braggart's boast.
There England found a worthy foe her far-famed steel had met;
Firm as a rock our fathers stood and cross'd the bayonet;
Locked in the fierce embrace of steel they bravely met their death,
Each bore his foeman to the ground, then yielded up his breath.

Ye sons of Carolina, I bid you, in her name,
Devote your time and talents to retrieve her tarnished fame.
Ye are scatter'd through the Union, and, by your sterling worth,
Are enriching every State save that which gave you birth.
Whatever your condition, wherever you are found,
In the ranks of the mechanic, or as tillers of the ground,
Among the learn'd professions, in the legislative hall,
As sailors or as soldiers, ye excel in each and all.

For steady perseverance, for honesty and for truth.
The sons of Carolina are famous from their youth.
Then why desert those mountains where first your ardent soul,
Flashed forth the fire of genius unfetter'd by control?
Why leave her peaceful bosom, her rich and fertile soil,
To seek an El Dorado, for gold to dig and toil?
Ah! deep beneath her surface she hideth many an ore,
Rich gold as pure as Ophir or California's shore.

I tell you ye are wanting in the noble pride of State,
Or you would not thus desert her and leave her desolate.
Ye youth of Carolina, I call upon you now
To add one single jewel to the crown upon her brow.
You are entering, from her college, the battlefields of life,
And her fostering care has arm'd you right nobly for the strife;
Walk onward, then, to glory; seek literary fame,
And with the pen of history write Carolina's name.

VI.—THE HILLS OF DAN.

By Abraham Forest Morehead.

The Author.—Abraham Forest Morehead was the youngest son of John Morehead, of Rockingham County, a Revolutionary soldier. He was born on the 28th of November, 1814, and graduated at the University of North Carolina as the valedictorian of his class. He obtained his license to practice law and located in Greensboro, but a few months afterward he died in the twenty-second year of his age. Of course his short career furnishes very little for the historian other than his poems. But his ancestors on his paternal and maternal sides are prominent in the history of the State and the Nation. Other poems that he published are, "The Mississippi," "The Genius of Dan," "Mountain Eclogue," "Lines Found on His Table," and "Conscience, Reflection, and Repentance."

* * *

The Poem.—The Dan River flows through Rockingham County, and the hills gradually rise above the river until the Blue Ridge Mountains are reached. No section of North Carolina below the mountains is more picturesque than the hills of Dan in Rockingham County. It was this landscape that inspired the author.

THE HILLS OF DAN.

The world is not one garden spot,
One pleasure ground for man;
Few are the spots that intervene
Such as the "Hills of Dan!"

Though fairer prospects greet mine eyes
In nature's partial plan,
Yet I am bound by stronger ties
To love the Hills of Dan.

The breezes that around them play,
And the bright streams they fan,
Are loved as scenes of childhood's day,
Amid the Hills of Dan.

Here, too, the friends of early days,
Their fated courses run;
And now they find a resting place
Amid the Hills of Dan.

Ye saw the twilight of my dawn,
When first my life began;
And ye shall see that light withdrawn,
My native Hills of Dan.

Whatever fortune may ensue,
In life's short, changeful span,
Oft mem'ry shall turn back to view
My native Hills of Dan.

The love that warms this youthful breast
Shall glow within the man;
And when I slumber, may I rest
Amid the Hills of Dan.

HEALTH ALPHABET.

A is for Adenoids which no child should own.
B for right Breathing to give the lungs tone.
C for the Cough which we should not neglect.
D for the Dentist who finds tooth defect.
E is for Evils of foul air and dirt.
F is for Fresh Air—too much cannot hurt.
G is for Gardens where boys and girls play.
H is for Hardiness gained in that way.
I is Infection from foul drinking cups.
J is for Joy in the bubbling taps.
K is for Knowledge of rules of good health.
L is for Lungs whose soundness is wealth.
M is for Milk, it must be quite pure.
N is for Nurse, your health to insure.
O is for Oxygen, not found in a crowd.
P is for Pencils—in mouths not allowed.
Q is for Quiet, which sick people need.
R is for Rest—as part of our creed.
S is for Sunshine to drive germs away.
T is for Tooth-brush used three times a day.
U is for Useful health rules in the school.
V is the Value of learning these rules.
W is Worry, which always does harm.
X is 'Xcess—indulge in o form.
Y is for Youth, the time to grow strong.
Z is for Zest. Help the good work along.

—A Chicago Tuberculosis Nurse, in The Survey.

POEMS FOR USE IN THE PRIMARY GRADES.

By Miss Susie Fulghum.

Walt Whitman has said,

"There was a child went forth every day,
And the first object he looked upon, that object he became,
And that object became part of him for the day, or a certain part of the day;
As for years, or stretching cycles of years,
The early lilacs became part of this child."

And Wordsworth sings of how Nature, the great educator, affects the child Lucy,—

"And hers shall be the breathing balm,
And hers the silence and the calm
Of mute, insensate things.
The stars of might shall be dear
To her and she shall lean her ear
In many a secret place,
Where rivulets dance their wayward round,
And beauty born of murmuring sound
Shall pass into her face."

What more need I say for the memorizing of poems? Why do we do this work?

Daily little children come to us who soon will be the men and women of tomorrow. What do we give them to take on this journey? It must be something which will outweigh and outlast the world's material gifts. Has each child found in his heart the response to some beauti poem; have we set singing in his mind some song which will impart tone to his spiritual life, through the years? Will the music of Rosetti, Stevenson, Ingelow, and Wordsworth out-sing all baser and cruder songs? So much we must seek to do for each child; but, who knows, perhaps some little one whose ear has heard this priceless music, shall in return sing to the world a new song.

Suggestions for Memorizing.

It is important for us to remember that the memorizing of poems means learning by **heart**; not by rote, as a task, but by heart, as a pleasure. Our plans should be carefully selected, some whimsical, some humorous, others serious, and a few pathetic,—but above all sound high the note of joy and gladness. We can perform no worthier service for the child than to give him these poems for his own. We want to make the first impressions rich and pleasant enough for the child to come again to this golden fountain. Learning by heart implies three things:

(1) A vivid seeing of the poet's pictures.

(2) Through the seeing, a sympathetic entering into the feelings of the poet.

(3) Fixing the pictures in the memory in the exact words of the author.

Too often, alas, we think our duty done, when we have required our pupils to memorize the words of a poem, never seeking to have the children see vividly the poet's pictures and enter into his feelings. Love of the beautiful comes not to our pupils in this way.

In memorizing poems, the chief point to be remembered by both teachers and pupils are clearness, slowness and simplicity. The following outline will be helpful in the work:

(1) Gain your pupil's undivided attention. Let no outside interests claim their attention. Discipline here plays its part, for we must have all the children in the attitude of listeners.

(2) Give the subject of your poem. Talk about the poem you have selected just enough to let your pupils catch a glimpse of the wonders, and beauty, or perhaps the fun soon to be unfolded.

(3) Past experiences may now be recalled. Perhaps some child's experience will help him to understand the poem. Just a little conversation at this point, that your pupils may enter more fully into the poet's thoughts and feelings.

(4) Present the poem. Now read the entire poem to the class with no interruption. The children are to enjoy it, to feel the beauty of its thought and rythm.

Again reread the poem, explaining as you read, just enough to make the main thought clear, not too much in detail. The child's imagination is to be quickened. Let the mystery of the poem be gradually unfolded. Now, once more read the poem to your class, with no interruptions. This time the poet's pictures are seen clearly. I would suggest that you leave the poem now to work its influence, all unconscious, upon your pupils.

(5) Memorizing. Tomorrow suggest that we learn by heart what yesterday gave us such pleasure. Here begins the work of taking each verse, explaining, talking over, and repeating the exact words. Ask questions which may be answered by a line in the poem. Memory work follows rapidly this understanding of the poet's meaning. A few minutes daily, devoted to this work, soon puts each child in possession of the poem. After a poem has been recited by the grade in concert, let one child recite it. Thus you will know how well it has been learned.

The Friday Afternoon Exercises.

Use these poems Friday afternoon, invite the parents, and let them see the joy which is manifested. In this way a delightful schoolroom atmosphere is created.

Teachers should use the Friday afternoons, but throw away the valueless so-called "Friday afternoon" poems and speeches, and look to the real masters of song for your entertainments. Let the entertainment be a beneficent one. See that at least nine poems of real value are the possessions of each of your boys and girls by the close of this term of nine months.

Poems found in reading books need special treatment. Observe the following points before any attempt is made by your pupils to read a poem. We want to avoid the mere calling of words. See that all new and difficult words are learned both as to meaning and pronunciation. Give the subject of the poem, letting the children catch glimpses of the scenes depicted, just enough to avoid all stumbling-blocks which may prevent their seeing and feeling with the authors. Then if there is danger of the first reading by the children being unsatisfactory, read the poem to the class. In this way each poem is received with joy. Tennyson's "Sweet and Low" is always welcomed when thus given to a grade as a reading lesson.

A List of Poems.

The following lists of poems are given:

First Grade.—Mother Goose Rhymes; Sing a Song of Sixpence; Little Bo-Peep; Humpty Dumpty; There Was a Crooked Man; Simple Simon; Little Boy Blue; Baa,

Baa, Black Sheep; Mistress Mary; Hickory, Dickory Dock; Pussy Cat; Sleep, Baby, Sleep (German cradle song); I Love Little Pussy (Taylor); Where the Bee Sucks (Shakespeare); Daisies (Sherman); Dewdrops (Sherman); What Do the Stars Do? (Rosetti); Boats Sail on Rivers (Rosetti); What Does the Bee Do? (Rosetti); O Lady Moon (Rosetti); Happy Thoughts (Stevenson); Whole Duty of Children (Stevenson); Rain (Stevenson); The Cow (Stevenson); The Swing (Stevenson); The Wind (Stevenson); Bed in Summer (Stevenson) Singing (Stevenson); Where Did You Come From, Baby, Dear? (Macdonald); Little Birdie (Tennyson); Goodnight (Hugo); Who Killed Cock Robin; Who Stole the Bird's Nest; Over in the Meadow; Selections from Hiawatha's Childhood; Oh, Little Town of Bethlehem.

Read the following to the First Grade for pleasure: Pippa's Song (Browning); Suppose (Cary); Don't Give Up (Cary); So-So, Rock-a-bye, So (Eugene Field); The Rock-a-by Lady (Eugene Field); The Humming Top (Eugene Field); Seven Times One (Ingelow); The Night Before Christmas; Riley's Bear Story.

Second Grade.—Who Has Seen the Wind Rossetti); If All Were Rain and Never Sun (Rosetti); The Swallow (Rosetti); Milking Time (Rosetti); All Things Bright and Beautiful; Sun's Travels (Stevenson); My Bed is a Boat (Stevenson); My Shadow (Stevenson) Windy Nights (Stevenson); Where Go the Boats (Stevenson); The Rock-a-by Lady (Field); Wynkum, Blynkum and Nod (Field); Seven Times One (Ingelow); What the Birds Say (Coleridge); I Shall Not Live in Vain (E. Dickinson).

Read these to the Second Grade for pleasure: How the Leaves Come Down (Coleridge); Good Children Street (Field); Good-night and Good-morning (Houghton); The Land of Story Books (Stevenson); In the Heart of a Seed.

Third Grade.—He Prayeth Best (Coleridge); Great, Wide, Wonderful World (Rand); The Night Wind (Field); Little Boy Blue (Field); The Brook (Tennyson); The Owl (Tennyson); Sweet and Low (Tennyson); We are Seven (Wordsworth); Mountain and the Squirrel (Emerson); The Four Winds (Sherman); The Owl and the Pussy Cat (Lear); The Year's at the Spring (Browning); The Land of Story Books (Stevenson); The Village Blacksmith (Longfellow); Wishing (Allingham); September (H. Jackson); October (H. Jackson); The Wonderful Weaver (Cooper); The Dove (Keats).

Read these to the pupils for pleasure: Brown Thrush (Larcom); The Winter (Tennyson); The Fairies (Allingham); Leak on the Dike (Carey); The Duel (Field); Japanese Lullaby (Field); Norse Lullaby (Field); Hark, Hark, the Lark (Shakespeare); Under the Greenwood Tree (Shakespeare); Pied Piper of Hamlin (Browning); Bell of Atri (Longfellow); The Boy's Song (Hogg).

QUALIFICATIONS OF TEACHERS IN GEORGE WASHINGTON'S DAY.

Here is a copy of an advertisement that appeared in the "Want" column of a newspaper in 1774. It is interesting:

"Wanted (1774). A person qualified to teach school, and as an amanuensis to write grammatically for the press the composition of an old invalid. He must be a proper judge of securities for cash; draw leases; make wills; and undertake the clerkship of a large Benefit Society, with whom he must by their articles pray extempore and give them lectures. He ought to be able to sing, and play different instruments of music, to teach his pupils to dance, and to shave and dress a few gentlemen in the neighborhood. Bleeding, drawing of teeth, and curing fire-legs, agues, and chilblains in children, will be considered as extra qualifications."

A TIRED LITTLE GIRL AND A TEACHER'S WATCH.

By Mrs. Ira T. Turlington.

The more of joy we can pour into the lives of the little ones, the greater the fund of golden memories will they have to draw on after the cares of the world come upon them. The moments of gladness we give them now will come back to them in their sober manhood and womanhood to "flash upon that inward eye that is the bliss of solitude."

In the first school I ever taught there were two boys who one day brought their little four-year-old sister to school as a visitor. She was a tiny little thing, as quiet as a mouse, with big black eyes that saw everything. I noticed her looking at my watch, a very small and pretty one. As the day wore on I thought she looked tired, and going to her I laid the watch in her little hand and told her she might hold it a while. The rapturous look in her dark eyes was the only thanks she gave me. Several weeks later she came again and when I again entrusted her with my little watch she said: "I dweamed me had a little watch last night." Little Emily is a grown woman now. She has told me that the happiness I gave her those two days is one of the treasured memories of her childhood.

OUR ALMA MATER.

(Tune: "Annie Laurie.")

By J. M. Downum, Boone, N. C.

Our hearts are sad now, classmates,
For here we say farewell
Unto our Old Alma Mater—
How dear our hearts can tell,
How dear our hearts can tell!
And ne'er forgot she'll be,
For to our Old Alma Mater
We'll ever faithful be!

We've had our pains and pleasures
All scattered by the way,
And we have found some treasures,
Whose worth we hope will stay,
Whose worth we hope will stay,
And ever valued be—
And our dear Old Alma Mater,
We'll e'er be true to thee!

Let those who follow after
Be earnest, brave, and true,
And on our Old Alma Mater
Reflect the honor due,
Reflect the honor due,
As days and years go by,
And be filled with joyous sorrow
When they must say, Good-bye!

We know that joys and labors
Are waiting you and me
Along life's busy pathway—
Oh, let us faithful be,
Oh, let us faithful be!
And in life's way be true!
And to our Old Alma Mater
Again we say, Adieu!

A CHRISTMAS EVE ENCOUNTER

By M. F. Bumgarner.

I stood alone on Christmas Eve
  Beneath the twinkling stars,
And gazed into the azure deeps
  To view the planet Mars.

Some scholars say this fiery ball
  Is kin to Mother Earth;
They say the two are much alike,
  But now an awful dearth

Of clouds, and rain, and rivers, too,
  Has struck our neighbor Mars,
And that is why he looks so red
  Among the other stars.

I stood and gazed with both my eyes,
  And wondered if 'twere true,
And how the schoolmen found it out,
  And if they really knew.

For who could jump so high in air,
  Or who could climb so far,
Or who could throw a rope up there
  And hitch it to a star?

Or who could fly a kite so high
  And let it draw him up?—
For none would risk a trip like that
  Except some silly pup.

I never could believe such things—
  Prefer to trust the coon
Who said he climbed a pumpkin vine
  And sat upon the moon.

But since the night was Christmas Eve,
  I turned myself about
To seek the season's certain joys
  And leave the world of doubt.

Just then I heard a score of bells
  Come jingling down the lane,
And right before the open gate
  There stood Old Santa's train.

Ten prancing reindeer I espied,
  With hoofs as white as snow,
With waving heads and branching horns,
  And silken belt below.

The sleigh was packed from end to end
  With candy, cakes and toys,
And pleasant things for grown-up folks
  As well as girls and boys.

Then while I gazed at everything,
  I met a sharp surprise—
Old Santa jumped from off his pack
  And stared me in the eyes.

"I did not mean to—bother you—"
  I said in broken tone,
"Was gazing at the planet Mars,
  While standing here alone.

"Was wondering if a world like this
  Could look so red and small—
To shine and twinkle in the sky
  Just like a fiery ball."

Old Santa blinked his funny eyes,
  And slowly dropped his head,
And, prancing back a step or two
  To lean upon his sled,

Began to say in undertone—
  "Since you desire to know
The secrets of the starry world,
  And who would dare to go

"And live in such a lonely place
  Where children never come
To ride at horse and dress their dolls,
  Or play the fife and drum,

"I'll tell you plain, 'twixt you and me,
  I could not stand it here;
The children teased me day and night
  Throughout the livelong year.

"They begged for cakes, they begged for caps,
  They begged for dolls and toys,
And seemed to think that Santa Claus
  Could furnish all their joys.

"They cried for nuts and tools and guns,
  They cried for candy, too;
They cried for story-books to read,
  And never read them through.

"They chased me over hill and dale,
  They chased me near and far;
They made me want to go and live
  Upon some lonely star.

"I hurried toward the icy North,
  And built a house of snow,
To store my candy, cakes and toys,
  Just like the Eskimo.

"I lived in peace a score of years,
  Nor left my icy den,
Except to bring at Christmas time
  Good will and peace to men.

"The children found me out again,
  And came like flocks of sheep;
They way they took my Christmas things
  Would make an angel weep.

"No longer could I stay on earth,
  Not even at the pole;
The Arctic seas would be explored
  In every nook and hole.

"I bade farewell all earthly climes
  To live among the stars,
And now I store my Christmas goods
  Upon the planet Mars.

"And when you see at eventide
  That planet's ruddy glow,
'Tis but the light of Christmas things
  Prepared to bring below.

"Be sure when Christmas comes around
  I'll be on hand again
To fill the children's stockings full,
  And bring good will to men."

So saying, Santa grabbed his pack
  And slipped inside the house,
Crammed every stocking full, and left,
  As silent as a mouse.

And, dashing off, he piped aloud,
  "A merry Christmas!" Then
He waved aloft his hand and cried,
  "Good will and peace to men!"

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Volume VI. DECEMBER, 1911. Number 4.

Do you have forty recitations a day? Now, this is a job for a Christian!

The January number of Education will contain a full report of the Teachers' Assembly, which is in session as we go to press.

Three counties in North Carolina are transporting pupils to school at the public expense—Cumberland, Rockingham, and Wake. Keep your eyes on them.

There are about six hundred schools in North Carolina that have a daily atendance of less than twelve pupils. Such conditions make education a costly necessity.

Are you trying to teach in North Carolina without keeping posted on the educational thought and progress of the State? Read **North Carolina Education.** One dollar a year.

Have your teachers to work up a good paper on "How to Use the Library in School," aid we shall be glad to publish it in **North Carolina Education.** Encourage teachers to prepare such papers as the one suggested above.

The Black and Gold, the Winston High School magazine, carries this year a "Parents' Department" conducted by the Principal of the High School. This is an excellent way to communicate periodically with the parents.

The public transportation of pupils to school is tried with great success in thirty-two States. It began in Massachusetts in 1874 and has extended to Maine and Vermont on the North, to California and Oregon in the Wset, and to Louisiana and Florida on the South. But in North Carolina we have six hundred schools with an average daily attendance of less than twelve pupils.

Indiana spends annually $300,000 for the transportation of pupils to school. North Carolina spends more than twice this amount on her six hundred schools that have a daily attendance of less than twelve pupils. And some of the teachers have forty recitations a day. The only reason we continue this unreasonable policy is because our fathers began it. Ancestor worship, faults and all!

Mr. L. C. Brogden, of the State Department of Education, has just issued a bulletin on Consolidation of Schools and Public Transportation of Pupils. It is really a very valuable contribution to the educational literature of the State because it is comprehensive and convincing. Every superintendent should read it, and especially those superintendent from counties that have so many schools with average daily attendance of less than twelve of fifteen pupils. We are quoting freely from this bulletin.

Mr. E. E. Sams, Superintendent of the City Schools of Fitzgerald, Ga., and formerly Superintendent of the Franklinton and Marion Schools, has been appointed chief clerk in the office of the Superintendent of Public Instruction to succeed Mr. A. J. Barwick resigned. Mr. Sams has served with success as City Superintendent, as County Superintendent, and as Institute Conductor. He carries, therefore, to the State Department of Education a successful career and a broad knowledge of educational problems and conditions.

AN IMPORTANT MOVE TO BRING COLLEGES AND HIGH SCHOOLS CLOSER TOGETHER.

The Association of Colleges and High Schools of the Southern States which met at Tuscaloosa, Ala., in November passed important resolutions looking to a closer union of the colleges and high schools. The plan as proposed, stated briefly, is as follows:

Two representatives from each Southern State is to constitute a Central Committee for the purpose of regulating the admission of students to college and rating the high schools. The two members are to form the nucleus of a committee in each State for receiving information pertaining to the standing of high schools and the admission of students to college. But the resolutions are as follows:

"1. That a committee be appointed by the Executive Committee to serve three years, this committee to be composed of the Professor of Secondary Education and one representative from a college in the association from each Southern State. (The Central Committee will, therefore, be composed of twenty-four men.)

"2. That it be made the duty of this committee or commission to agree on a uniform report blank for high school principals, setting forth each school's organization, equipment, etc.

3. A standard high school shall conform to the following:

"(a) A four-year course of study with at least four Carnegie units.

"b) Courses given by a school having at least three teachers with college degree, or its equivalent, the teachers to give all their time to high school teaching.

"(c) Courses by a school having at least forty-

minute recitation periods and a session of thirty-six weeks.

(d) Courses in a school having buildings, laboratories, etc., essential to good teaching in subjects offered. A school shall be removed for failure to keep the above standards.

"5. That each State Committee (which will be composed of two men mentioned above and, if necessary, such high school men as may be thought best to aid in the work) shall prepare a list of the fourteen unit accredited schools of its State, and present it to the annual meeting of the association.

"6.) From this list the Commission shall select the list of Southern accredited schools, and furnish same to members of the association before May 1st each year.

"7. Colleges in the association shall report each year to this State Committee anl lack of preparation shown by students coming from high schools on the accredited list."

THE NORTH CAROLINA DAY PROGRAM.

At this season of the year every teacher of the public schools begins to think of the North Carolina Day Program. For the past eleven years (including the present) the State Department of Education has published a bulletin each year dealing with some phase of North Carolina history. The subject of this year's program of exercises is Local History, and the contents are as follows:

1. The Old North State—A Song—William Gaston.
2. The Old North State—A Declamation—Taken from an address of Ex-Governor Charles B. Aycock.
3. Outline for a County History.
4. General Reference Books.
5. Indian Names—A Poem.
6. History in Names and Counties.
7. North Carolina and North Carolinians in History—Extract from an address of the late Senator Ransom.
8. America—A Song—By S. F. Smith.

Teachers and pupils will find much interesting history in this pamphlet. The material was Prepared by Secretary R. D. W. Connor, and the arrangement makes it easy for pupils to use it. The material relating to the different counties should be used by teachers in studying the history of the counties.

THE TROUBLE OVER EXCHANGING BOOKS.

The following letter has been received from a County Superintendent:

"I do not know of any agreement between publishers and the State Board of Education as to condition books must be in to be exchanged. Some depositories refuse to exchange when a page is torn out or when a page happens to be covered with ink. I would suggest that you discuss this in the next issue of **Education.**"

The law pertaining to exchange of text-books can be found on page 85 of the Public School Law, as follows:

"It shall also be stipulated in the contract that the contractor shall take up school books in use in this State at the date of such contract, and receive the same in exchange for new books, allowing a price for such old books. not less than 50 per cent of the contract price of new books."

If the old book is one that is being used in school, the publishers are required by law to take it up at the contract exchange price, and this exchange price will be found stamped on the back of the new book. It seems to us to be the duty of the County Superintendent to report all violations of this act to the State Superintendent of Public Instruction and request him to take action.

AN ATTRACTIVE ROOM.

Make the school-room attractive that the pupils may enjoy the time spent within its walls.

"But how can this be done without an outlay of more than I can afford?" says one.

Very easy; simply arrange tastefully, around the walls, the best work of the pupils. Have a stout wire above the blackboard, or where convenient, and suspend the best drawings; these may be easily removed to give place to others of the next lesson and, knowing this, the children look anxiously forward to the time wheh their results may be considered "good enough" to be exhibited.

Then, too, the specimens of written work should receive equal attention. Select the prettiest illustrated compositions, the neatest spelling slips, and the correctly written letters and pin them upon a panel of strong paper. Heavy wrapping paper or library paper makes a firm background; and where a bright color is desired a very effective background may be made by using red art paper which costs but a few cents a roll.

Teachers, do try these suggestions and see what an improvement there will be, in the work as well as in the general appearance of the room.—Cambridge.

THE TEACHER AND THE CHURCH.

The school cannot co-operate with the church unless school teachers are sympathetic toward the church. To this end it is necessary that the church be wise and enlightened in its conduct, and that the teachers be serious persons, not partisan for any church, but appreciative of the function and importance of the church in society and therefore willing to co-operate heartily in its activities. Serious and enlightened teachers will be secured only if school boards are of the highest character and resolved at any cost to employ only such teachers and to retain them. There must be intelligent and public-spirited effort on the part of churches and their membership to secure the best possible administration of the schools if there is to be any proper response from teachers and school authorities. If church members neglect school-board elections and school politics and countenanec a niggardly policy toward teachers and a low standard of efficiency, the church will never get any support that is worth having in its great task from school people. Co-operation is a mutual thing, and in this instance the church must take the first step toward reciprocity.—Religious Education.

Sarah Orne Jewett had one of her characters comment on another after this fashion: "Nothin' ever suits her. She ain't had no more troubles to bear than the rest of us; but you never see her that she didn't have a chapter to lay before you. I've got's much feelin' as the next one; but when folks drives in their spiggits and wants to draw a bucketful o' compassion every day, right along, there does come times when it seems like the bar'l was gittin' low."—The Educational Exchange.

Teachers' Reading Course for Home Study

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THIRD YEAR'S COURSE, 1911-1912

LESSON III.---"THE TEACHER AND THE SCHOOL," CHAPTERS VI.--VII.

By E. C. Brooks, Trinity College, Durham.

CHAPTERS VI. AND VII.

THE AMERICAN COMMON SCHOOL.

Read the opinions of the great men of America on the public school question. Why is the public school a great experiment? (Pages 78-81.)

The school is a complex affair. Read remainder of the chapter. Then take your own school and name all the factors that contribute to its growth. It will be necessary for you to study the School Law. What is the relation to your school of—

I.—The State.

1. The duties of the State Board.
2. The duties of the State Superintendent.
3. What funds come direct from the State treasury.

II.—The County.

1. The duty of the county board.
2. The dutiy of the county superintendeent.
3. What funds come direct from the county treasury?

III.—The District.

1. The duty of the district board.
2. The duty of the teacher.
3. The duty of the parents.
4. What funds, if any, come from the district?

Nature of the School.

The public school, it will be observed, is a complex organism, and a real school is a union of all the factors in the district, the county, and the State. Are you co-operating with the parents? Are you consulting the district board, and do the members take enough interest in the school to see that you have a gool house and necessary equipment to work with? Are you co-operating with the pupils? Do they see that you are really worth something to them, or are you merely a task-master? Are you co-operating with the County Superintendent? That is, do you keep your reports up? Do you consider his advice and suggestions? Do you consult him about the progress of your school? Do you co-operate with the State Superintendent's office? That is, do you read the bulletins issued free from his office? Are they helpful to you? Do you really know that he issues any bulletins at all? Name the bulletins that you have seen.

Afetr reading these two chapters, study carefully Chapter II. of Coffman & Briggs Reading in Public School. Next month in studying the aim of the school we will take up Primary Reading and How to Study in connection with Colgrove.

CHAPTER VIII.

AIMS OF THE SCHOOL.

This question should be answered by every good school. What is its aim? Why does the school exist? Why should any school exist? What purpose have you and the patrons in view? Is the aim to teach a little reading, writing, and arithmetic, with a little history, geography, and grammar added? Read these definitions of education and, if they do not suit your school, give one that will apply. What is your school doing for the community?

The author would follow Spencer's definition, "Education is preparation to live completely,"and in discussing it, he treats it under three heads.

(1) **Physical Education.** (Pages 105-107.) During the past few years the State Department of Education and the County Superintendents have been placing great stress on the care of the health. What have you done in your school this year to prove that you have a care for the physical? In other words, have you helped the nervous, near-sighted defectives? How many instances can you recall?

(2) **Intellectual Education.** (Pages 107-112.) The aims to be reached in intellectual education are knowledge, mental discipline, and skill in applying what one knows. What is the difference between real knowledge and mere memory of book facts? What is the difference between intellectual disciplin, such as accuracy, rapidity, thoroughness and alertness, and mere imitation of the teacher and the author? Do the pupils ever apply anything learned in your school? It would be interesting for you to give examples. "Thinking educates and nothing else does." Can you prove that your pupils are thinking? If it is real knowledge, they are thinking, if it is mental discipline, they are thinking, and if the pupils are applying it, they are thinking.

(3) **Moral Education.** (Pages 112-114.) Of course right conduct is the great aim in view. It must be the result of the processes in the school-room. Then moral education must be the result of physical and intellectual education. It cannot be a thing apart. Not so much what one thinks or how he thinks.

CHAPTER IX.

THE COURSE OF STUDY.

Keeping the above facts in mind, what should be the course of study? Read carefully pages 115-118. How do you consider the curriculum?

The Course of Study. (Pages 118-124.) No text is complete in itself. The teacher is supposed to add something to it, or to make it live for the child.

(1) The teacher must know the lesson she is to teach.

(2) The teacher must be able to add something to the lesson.

(3) The teacher must lead the child to think about the lesson.

(4) The teacher must make the lesson apply in some way to the life of the child.

Making a Course of Study. This is usually done by

the superintendent. Yet the teacher follows it only as an outline. Each one is at liberty to interpret it as he or she thinks best.

(1) The teacher must add much material to the outline provided by the superintendent.

(2) The course must contain (1) language and literature; (2) science, (3) mathematics, (4) history, (5) art, (6) motor activities.

Read carefully pages 128-142. Does your school conform to these principles? Can you make it conform? If not, why not?

PART II., CHAPTER III.

READING IN PUBLIC SCHOOLS.

The Primary Period.

Every teacher should own a copy of Briggs & Coffman's Reading in the public schools. I am calling attention in this lesson to Chapters III. and IV. of Part II. There is no better subject for teachers to discuss than the use of literature in the primary grade.

(1) Value of stories in first grade before children can read. (Pages 36-44.) Miss Susie Fulghum's article on Story Telling in Primary Language Work in the November **Education** contains many helpful suggestions and a list of stories suitable for children in the first grade. Teachers should know these stories so well that they can tell them with spirit, and arouse the interest of the child. While the pupil is going through his phonic drill, a story should be told over and over again until the child can repeat it. Such teaching stimulates the imagination (see page 36); it arouses the desire of the pupil to imitate the teacher (page 37); and it gives the child the tone and inflection of the teacher (page 39).

Later when the child can read the influence of the stories told and read give the child a new ideal and a new culture level (page 40). The example set by the teacher is of supreme importance (page 41), for it gives the child a model to follow (page 43).

PRIMARY READING.

CHAPTER IV.

(1) Do you make the stories of the primary grade interesting to the children? Do they read by sentences, or do they call words? (Page 46.) Let them close the book and tell the story, even if it is just one sentence. What can you add to it to make it interesting? Of course the child must be able to pronounce all the words at sight (page 47) before reading can begin. What are the essentials of good reading? (Page 49.)

(1) The child should be able to repeat one of the short simple stories such as suggested in Miss Fulghum's article, even before it can read. It then becomes acquainted with the thought first.

(2) The child should know well enough the words of the lesson in order that they may be easily put together in a sentence. A great deal of phonic drill must come before the words.

(3) The child should be taught to recognize the sentence and to tell the thought of the sentence.

Analyze your method of teaching first grade children to read. Can you improve your method?

USING A BOOK.

It was a sixth grade history class. Twelve different texts on American history had been collected by the teacher. These were placed in the hands of twelve pupils. The teacher said: "Find what your book says about the invention of the cotton gin." What followed? Some began to go through the book, leaf by leaf; some sat still, looking helpless; some went to the table of contents, and others turned directly to the index. At the end of five minutes the teacher asked them to report. Five had found the topic and were ready to tell its substance. Two had found where the subject was treated, but could not give it. Two claimed that their book did not "have it." Three said they could not find it.

Before the year was over every child in the grade knew the difference between a table of contents and an index and knew how to find a topic quickly when he was sent to a reference book. In our zeal to teach children how to use tools and utensils in the manual training and domestic science rooms let us not fail to take the time and care to teach them how to use a book, the greatest labor-saving machine ever invented.—American Journal of Education.

THE STORY OF COTTON.

This book is recommended for use in the Teacher's Reading Circle. Our United States histories as a rule have little to say of the influence of commerce on the discovery of America. The first two chapters of The Story of Cotton tell of the commercial struggles that led to this discovery. What was the trade conditions of Europe when the Mohammedans threatened Europe? Who were the Mohammedans and how did their conquests affect Europe and disturb the world's trade?

What was the economic condition of the Colonies during the first century and a half of their existence? How did the people live and how was the social life adjusted to the economic life? Read Chapters III, IV, and V. What three great inventions changed the currents of history and why? Read Chapter VI. How did the coming of the factory to America affect New England and the South? Do we find here the beginning of the differences between the two sections? Read Chapter VII. How did the economic life of the people affect the two great issues—the tariff and slavery? See Chapter IX.

These chapters will aid the teacher in interpreting the history of our government between the War of 1812 and the close of the Civil War. They will aid the pupil likewise in understanding this period. How the cotton industry affected the history of America, would be an interesting topic for discussion in the teachers' meetings. Chapter X tells of the fall of the Cotton Kingdom.

What did the South have at the end of war with which to work out a new civilization based on free labor? How did the centres of wealth move from the coastal plane to piedmont sections? See Chapters XI, XII and XIII. What improvements have been made in agriculture? Is North Carolina soil more productive today than it was thirty years ago? Do we find the results to be the same in all the Southern States? How do you account for the difference? Read Chapters XIV and XV.

What other countries of the world do the Southern States compete with, and what are the advantages to be found in the South? in North Carolina? Read Chapter XVI. What is the value of the cotton plant to the South? to North Carolina? See Chapter XVII. Teachers will find much material in this book that will aid them in their history, their geography, and their agriculture. After these chapters have been discussed by the teachers, the book should be placed in the hands of the pupils.

News and Comment About Books

NOTES AND COMMENT.

Of course, when thinking what gift would suit your friend it is difficult to keep books out of your mind. This is so because a good book is a really good gift for a good friend.

The teachers of Johnston County believe in professional improvement. They are on the list of **North Carolina Education** over 100 strong, and sixty-five of them have obtained "The Teacher and the School" from Superintendent Royall, a number of others having obtained the book elsewhere. How are YOU getting along in this Reading Course work?

"Getting Along in Country Schools" is the title of a little volume by Julius Boraas, a County Superintendent in Minnesota, which has enjoyed considerable popularity for three years. The price is 65 cents postpaid and it is published by the Northwestern School Supply Company, of Minneapolis. Its 116 pages will be found full of interest to the young woman who is first beginning her experience as a teacher in the county schools.

Sensible, gossipy letters that begin "Dear Daddy" and end with "Country Teacher"—or something like it—make up the "Corn Lady," a capital little book of 105 pages issued by A. Flanagan Company, Chicago. The price is 50 cents. It is really a beautiful little book, beautiful in binding, in printiug, and, what is more, in the spirit which pervades every page, telling of the work, the hopes, and successes of the country teacher, who came to be called "The Corn Lady." Miss Jessie Field, the well-known superintendent of Page County, Iowa, is the author.

Those who suppose that the Story of Cotton, because it finds favor as a supplementary reader, is interesting and instructive only for school children may easily remedy such an erroneous impression by an examination of the book itself. It has been adopted as a reading circle book, and if many teachers do not find it quite the most interesting book of the course, we shall feel a sense of surprise. The pictures and the text are full of life and color. As one writer says, this book by Mr. Brooks "reflects familiarity with cotton from every point of view, and with every phase of life in the South as related to cotton." Every teacher, at least, ought to own and know thoroughly this captivating "Story of Cotton and the Development of the Cotton States." W. F. M.

A conspicuous place among the season's annuals is taken by the first number of the North Carolina Baptist Hand-Book (for 1912), by Hight C. Moore, Editor of the Biblical Recorder. It is not an almanac but a genuine hand-book and directory of value and helpfulness to every worker in the denomination represented and to any one who wishes authentic information about Baptist doctrine or Baptist affairs in North Carolina. An index makes the contents of its 128 pages quickly available. Numerous portraits belonging to the past and present are given. Doctrine, History, and the Benevolences are set forth by some of the strongest writers. One part is devoted to Bible Study, another is a Denominational Register, and another contains statistical tables. Indeed, as outlined in the introduction, it will be found useful for perusal, for reference, for study, and for devotion. The price is 25 cents.

"The Bible, God's best gift to man," said Abraham Lincoln. When asked if he did not find it difficult to believe the Bible, he replied: "I accept that part of it I can understand, and the rest I take by faith." Thus begins the absorbiugly interesttiug introduction by Emory Miller to the Busy Man's Bible. This handy little collection of related Scripture passages was compiled in 104 vest-pocket pages by Homer P. Dudley and is sold by Eaton & Mains, New York, or Jennings & Graham, Cincinnati, for 25 cents. Half a dozen verses tell of the creation; five tell of the fall; then follow swiftly Abraham, Jacob, Joseph, Moses, David and the prophets. John the Baptist and the Incarnation are set forth compactly in three or four pages, followed by other passages showing "The Mind of the Master," "The Heart of the Master," "The Power of the Master," "The Holy Spirit," and so on, giving in a very small compass much vital truth from the Scriptures.

An extremely interesting lot of matter is packed between the covers of a little manual just published by the Boston Book Company. Its title is "The Practical Use of Books and Libraries," and it is written by Gilbert O. Ward, of the Cleveland Public Library. While it is intended for use mainly in schools which have access to libraries of some size, it will prove very helpful wherever there is even a small school library that is well selected. Such chapters as those on "The Structure and Care of a Book," "The Numbering and Arranging of Books," "The Use of the Library in Debating," and "Buying Books" are valuable anywhere. A Teaching Outline in paper covers is also furnished and is full of suggestions for teaching the practical use of books. Send at once and get this book if you have much of a library and want to teach young persons how to make the best use of it. The price of the book is $1.10, postpaid; of the outline for teaching, 50 cents net.

BOOK NOTICES.

Shirley's Two-Part Songs for Intermediate Grades. By John B. Shirley, Supervisor of Music, Upper Troy, N. Y. Cloth, 8vo, 112 pages. Price, 25 cents. American Book Company, New York, Cincinnati, and Chicago.

A book of simple songs for two unchanged voices, intended for sight reading by pupils beginning with the third grade. Both music and words have been selected from a wide variety of authorship. The music is bright and entertaining, and serves as an excellent means for the cultivation of two-part singing through actual sight reading. The harmonizations are simple and yet harmonically rich in effect.

Mother Carey's Chickens. By Kate Douglas Wiggin. Houghton Mifflin & Co. Boston. Page 355. Price, $1.75 net.

Kate Douglas Wiggin in Mother Carey's Chickens, has told a beautiful story of the home. Captain Carey, of the Navy, dies and leaves Mrs. Carey with a very limited income with which to rear five children, one of which is an adopted child. Mother Carey is even-tempered and wise. The children are live and human. Those teaching that have the good practice of reading to their pupils will find this volume especially interesting and valuable. Children will like it and teachers will enjoy it.

The Eleanor Smith Music Course—Alternate Book Two. By Eleanor Smith. Cloth, 8vo., 160 pages. Price, 30 cents. American Book Company, New York, Cincinnati, and Chicago.

The general thought underlying the plan of this book is that children learn to sing by singing. The book is intended for use in schools where a variety of rote songs and a large amount of imitative singing in connection with sight reading is desired. While it puts great emphasis on imitation as the foundation of all musical development, it makes provision early for close observation of musical structure. The songs in the three parts of the book are carefully graded, proceeding from very simple melodies the form of which is obvious, up to more difficult songs to be read at sight or to be learned by rote.

Standard Short Course for Evening Schools. By William Estabrook Chancellor, Superintendent of Schools in the town of Norwalk, Connecticut.

Cloth, 12mo, 259 pages with illustrations. Price, 50 cents. American Book Company, New York, Cincinnati, and Chicago.

A systematic course of practical, elementary lessons in English, including reading, language, and spelling, in arithmetic, in civil government, in physiology, for students in evening schools, especially the foreign-born and the adult beginners. All the materials necessary for such instruction are here provided. This one-book course is designed for the convenience of towns and cities with evening schools, desiring an abundance of well selected and well graded material at moderate price. It has been prepared largely from the author's four-book series for evening schools, issued some year ago and now in very wide and successful use throughout the country.

Barss's Third Year Latin for Sight Reading. Edited by J. Edmund Barss, Hotchkiss School, Lakeville, Conn. Cloth, 12m, 123 pages. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

This book has been prepared to meet the Latin sight-reading requirements of the New York State Education Department, and of the Commission on College Entrance Requirements in Latin. The text is made up of readings bearing on the Catiline episode, consisting of selections from Sallust's Catiline, and from Cicero's Second and Fourth Orations against Catiline, followed by portions of Cicero's other orations, De Senectute, and Letters and selections from Sallust's Jugurtha. No general vocabulary is provided. The notes, placed at the foot of the text page, contain the translation of new words and of phrases and idioms which present difficulties. Grammatical hints are given, but there are no references to Latin grammars. An introduction gives to the pupil many helpful hints for sight-reading.

How to Read and Declaim. By Greenville Kleiser. Large 12mo. Cloth, 428 pages. Price, $1.25 net; by mail, $1.39. Funk & Wagnalls Company, Publishers, New York.

The author was formerly Instructor of Public Speaking at Yale Divinity School; and is the Founder and Director of the Public Speaking Club of America and Great Britain, and author of "How to Speak in Public." This book is a course of instruction in reading and declamation having as its prime object the cultivation of taste and refinement in the students. The book is divided into five parts. Part One—Preparatory; Twenty Lessons on Naturalness; Distinctiveness; Vivacity; Confidence; Simplicity; Deliberateness, and kindred topics. Part Two—Advanced Course; Twenty Lessons on Thought Values; Thought Directions; Persuasion; Power, Climax, etc., etc. Part Three—Articulation and Pronunciation. Part Four—Gesture and Facial Expression. Part Five is made up of 186 pages of popular prose and poetic selections admirably suitable for practice.

Tom Brown's School Days. By an Old Boy (Thomas Hughes). With numerous illustrations made at Rugby School by Louis Rhead. Introduction by W. D. Howells. Octavo cloth, ormantal covers, xxiv+378 pages. Price, $1.50 net. Harper & Brothers, New York.

This new edition of a classic that has pleased and instructed boys and grown-ups for two generations is an attractive piece of bookmaking. It wears a dress worthy of its contents and character. An introduction is written by W. D. Howells, the notable "Preface to the Sixth Edition" is included, and the illustrations were made at Rugby by Louis Rhead, who also contributes a brief chapter on the "Present Aspects of Rugby School." The binding and its decorations, the large pages, the paper, print and illustrations make it uniform with the "Robinson Crusoe" and "Swiss Family Robinson" which have received deserved commendation in previous issues of **North Carolina Education.**

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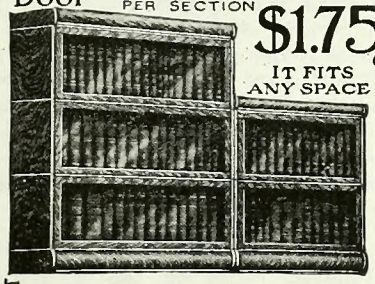

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State School News

The East Carolina Teachers' Training School, at Greenville, N. C., admits students January 3rd and March 26th. Remember these matriculation dates when you think of waiting until next fall to enter.

The second meeting of Yadkin teachers was held November 6th. Supt. Martin writes that the first Monday has been made the date for regular monthly meetings. The attendance has been fine and the teachers appear to mean business. They are discussing the matter of grading their schools.

The very interesting ceremony of opening and dedicating the new graded school building at Merry Hill October 30th has been reported and printed in circular form by Supt. R. W. Askew, of Bertie. The presentation and acceptance of the building was unique in being fashioned after a marriage ceremony.

The After-School Club of Asheville.

There are many movements, and they are all commendable, looking to child welfare, and not the least of these is the After-School Club of America, branches of which are spreading out over the land. The After-School Club is an organization of educators and experts in child training for children and youth. The purpose of the society is that of crystalling the entire child's welfare movement into an organization for studying child life in all its phases, and giving the benefit of this study to thousands of parents ,teachers and individual boys and girls throughout the United States. It is a response to the demand which the childhood of the age is making upon the women of the age, the aim being to give children the best possible opportunities for mental, moral and spiritual growth. One of its functions is to create and develop a taste for good reading in children and young people.

It is a known fact, admitted by all scientists as well as by students of child life, that the young mind absorbs much more outside of school hours than it does during the regular fortune of school life.—Asheville Citizen.

Superintendent Underwood, of Kinston, and the Kinston Free Press.

The Kinston Free Press announces that it will devote a column each week to school officers. Superindent Underwood fills the first column with interesting facts about the opening of school and the organization of the grades. Referring to the work of the sixth and seventh grades, he says:

"The sixth and seventh grades have been doing some very interesting work in home geography, learning something about North Carolina, Lenoir County, and Kinston. The teacher of these classes is preparing a series of lessons in tobacco, including its historical significance, size and value of the crop in North Carolina and this county, methods of cultivation, curing, marketing, etc. This will probably include a visit to local warehouses during progress of sales and descriptions of the seems witnessed there. The plant will be traced from the warehouses over the various transportation lines to the factories. Studies will be made of these routes and the cities where the factories are located, and in this way much valuable geographical information will be gathered. Cotton will be treated in a similar manner."

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Dr. and Mrs. F. L. Stevens Leave North Carolina.

Dr. F. L. Stevens has resigned his place as a member of the faculty of the North Carolina College of Agriculture and Mechanic Arts to become professor of plant pathology, and dean of the Agricultural College, University of Porto Rico, and director of the tropical zoological laboratory, Mayagiuez, Porto Rico. This institution is just being established and has an income of $170,000 assured. Dr. Stevens will have the organization of the institution "from the ground up." He goes to Porto Rico January 1st and will take with him eight other well known specialists from different sections of the country to have charge of various divisions. Mrs. Stevens will have the chair of domestic science. She is especially well known throughout North Carolina as domestic science specialist in the institutes the State Department of Agriculture holds for farmers' wives and as a regular contributor to The Progressive Farmer.

Superintendent Wooten of Columbus is proud of his people and their devotion to educational progress, as he has a right to be. And his people show by their loyalty that they are proud of his leadership. The rebuilding of the graded school at Chadbourn is an example of what can be done under such conditions as these. On the evening of the 2nd of last March the school building at Chadbourn was destroyed by fire. It so happens that Chadbourn is the house of Superintendent Wooten. In the light of the dying flames that night he called the people together around the ruins and said: "We must issue bonds and rebuild." Next day Senator Brown had the necessary law enacted by the Legislature then about to adjourn. In January the Chadbourn graded school will occupy its very beautiful ten thousand dollar modern brick structure. Quick work by an energetic community.

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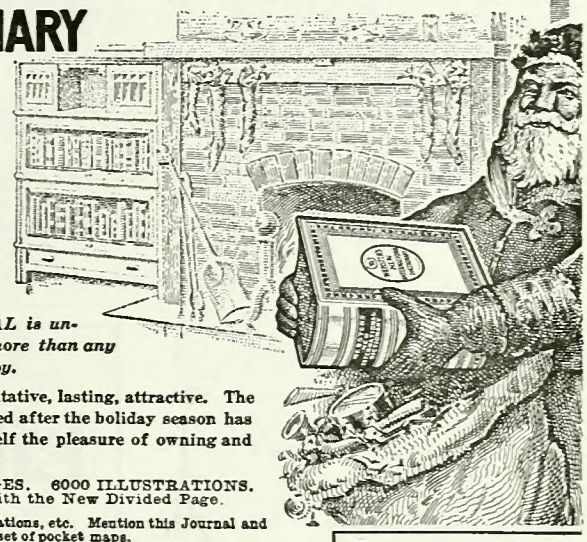

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Teachers' Association at Whiteville.

The first meeting of the Teachers' Association of Columbus for this year was held in the Auditorium of the Whiteville High School, October 21. After devotional exercises, Professor Bowling, principal of Chadbourn school gave the audience some excellent ideas on "The Importance of Having System and a Definite Plan," Mr. Bowling's address was along lines that have been carefully laid down in the Reading Circle Work and was thoughtful and full of clear common sense. He was followed by Prof. F. W. Dozier, of Fair Bluff, an educator who has taken a high place in public esteem, even in his brief stay. "Advantages of Keeping Full and Acurate Records," was his theme and on this seemingly dry subject, he made several good points, especially as to the inestimable advantage to a "new teacher" if his or her predecessor would leave some individual record as to each pupil. Miss Hesta Struthers, principal of Cerro Gordo school spoke words whose underlying truth and wisdom were recognized by every teacher present, in dwelling upon "Making Haste Slowly" while instituting changes in school work. "Some Essentials to Good Work," these being, "Order," "Contentment," and "Surroundings, in and Out of School," were discussed, respectively, by Miss Jessie Hodges, Chadbourn; Miss Jessie Griffin, of Cerro Gordo, and Prof. W. M. Salmon, Vineland. All of these were thoroughly inearnest as to their subject, had bestowed thought and care upon it and spoke of it clearly and forcibly. The address of Miss Virginia Hart, of Artesia school, on "Home History" could not be surpassed, could scarcely be equalled at any similar gathering. Personal magnetism, high scholarship, nobility of character have made of Miss Hart a teacher who is the admiration of a large circle of friends, pupils, patrons and fellow-educators. Her address showed these qualities at their best.

Mrs. Watson closed the address with a brief talk on "The Advantages to be Derived from Taking the Reading Circle Course," and County Supt. Wooten clearly and fully explained the reasons why teachers should be anxious to take the course.

A business meeting was then called for the election of officers. Prof. Smithwick, Superintendent of Whiteville High School, was re-elected President, with high commendation for his past work; Professor Rawling, of Chadbourn, Vice President, and Mrs. S. F. Watson, of Whiteville, Secretary.

Superintendent Wooten spoke of the coming "School Rally" at Chadbourn and announced that the County School Board would send a copy of "Education," free to each of the teachers. The meeting adjourned to meet again on November 25th. First, however, Mr. T. E. Barden, of Cerro Gordo, was made an honorary member of the Association, his interest in the great work of education being such that he is an unfailing attendant all meetings.

S. F. WATSON.

In a note Supt. C. C. Wright says: "We have had two splendid meetings of our Association; attendance has run up to 157. Outlook exceedingly bright. Our people are aroused as never before and Old Wilkes is making good."

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Big Educational and Farmers' Day in Columbus.

The Farmers' Union and the school forces of Columbus held a great rally at Chadbourn November 8th. It is estimated that 4,000 or 5,000 people were present. There was an agricultural and educational exhibit that greatly interested visitors. It consisted of farm products, water-color pictures, embroideries and the like. There was also a parade of beautiful floats and shouting school children. The speakers were President H. Q. Alexander, State President of the Farmers' Union, who Advocated the Farm Life School, and Mr. N. W. Walker, State Inspector of High schools, who discussed the school as a source of power in the community. "As is the school, so are the patrons."

Before beginning, the speaker performed what he said was, to him a most pleasant duty, when he presented to Rev. F. T. Wooten, County Superintendent, a purse subscribed by the teachers of the county in token of their appreciation of his constant labors and kindnesses in their behalf. Only those who have taught under a conscientious and faithful superintendent know how close the bond is and all of these fully subscribe to the words of one teacher: "Had the gift come out of our riches, instead of our poverty, then, indeed, you might have seen how we love you!" S. F. W.

Extension Work at Eastern Training School.

A course of instruction has been opened at Eastern Training School in Drawing, Normal Training, Primary Methods, and Public School Music, especially for the teachers of the county and adjoining counties. The courses are given on Saturdays, and the railroad schedules are such that a number of teachers can take advantage of the offer.

Supt. R. J. Tighe, of the Asheville Schools has been sick for several weeks. Although he is still very feeble his friends are glad to know that he is recovering.

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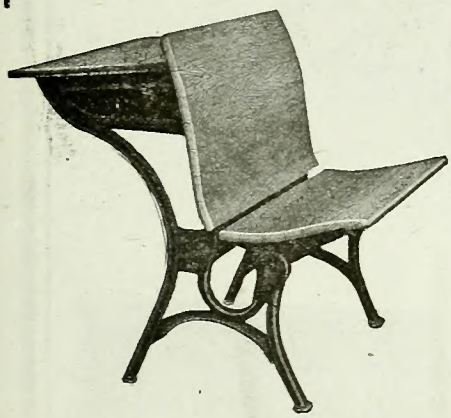

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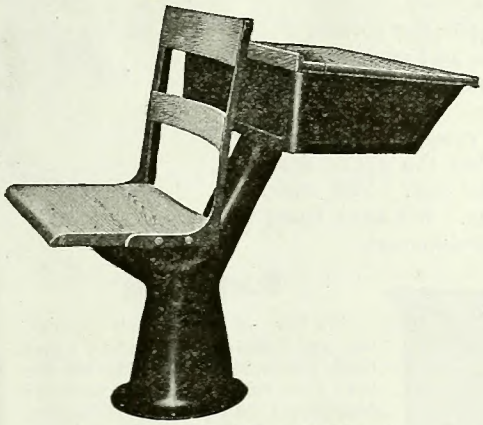

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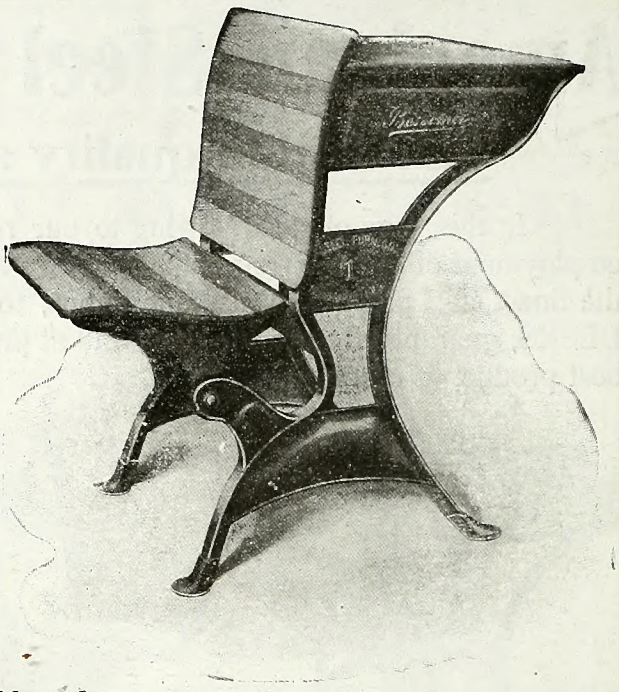

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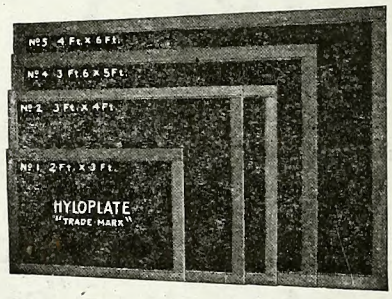

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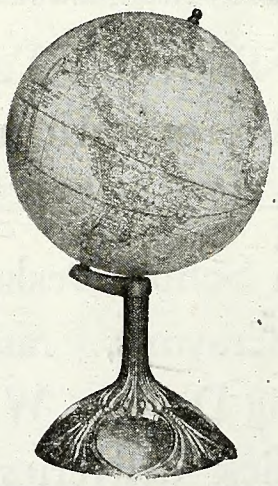

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NORTH CAROLINA

EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

Vol. VI. No. 5. RALEIGH, N. C., JANUARY, 1912. Price: $1 a Year.

"The Year's at the Spring"

The Year's at the Spring
And day's at the noon;
Morning's at seven;
The hill-side's dew-pearled;
The lark's on the wing;
The snail's on the thorn:
God's in his heaven—
All's right with the world!

—Robert Browning: Pippa Passes.

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JANUARY, 1912

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A PAGE OF SHORT SUGGESTIONS

A LITTLE THING WORTH KNOWING.

A cedar pencil with a hard, sharp rubber in the end, the kind that can be bought of your stationer for a penny, is a good substitute for a rubber pen. It will be found a great convenience when a chart is to be made or when word or number cards are to be written or printed. Dip the rubber in ink and use as you would a pen.

When a ruler is to be used, as in drawing long lines, draw first with pencil, remove the rulers and trace with the rubber pen.—Miss Linda Nowlin, in The Progressive School Journal.

SOME SURE THINGS.

Characterize them as you please, there are several things that are sure to be prominent in public schools:

(1) Some open-air schools in every city.

(2) Some open-air rooms in every large school building.

(3) Equalization of temperature in all school buildings.

(4) Abolition of a common drinking cup.

(5) Installation of sanitary drinking fountains.

(6) Universal use of paper towels.

(7) Universal use of liquid soap.

(8) Universal use of the humidifier.

These are merely a few of the noble advance steps iu educational equipment.—Journal of Education.

ORIGIN OF SOME USEFUL WORDS.

Many of our familiar every-day words have come long distances. Calico takes its name from Calicut, a city in India. Satin is from Zatoun, in China. Damask was first made in Damascus, in Syria. Gauze is from Gaza, in Palestine; and baize from Baza, in Spain. Dimity is called after Damietta, in Egypt. Cambric was first made at Cambria, in France, and muslin at Mosul, in Asia.

Serge got its name from Xerga, a Spanish word. Velvet is our equivalent of the Italian word velluta, and gingham is from Gingamp, a town in Brittany, where the cloth was first used for umbrella covers. Cashmere got its name from the valley of Cashmere, in the Himalayas, buckram from Bokhara, lawn from Laon in France, and khaki is the Hindo word for earth. Wosted is from Worstead, an English town, famed for its fine wool yarns. Cheviot was originally a cloth made from the wool of Cheviot hills, and blankets got their name from their original English manufacturer.—Selected.

LET UNCLE SAM HELP THE BOYS AND GIRLS TO HELP THEMSELVES.

By E. E. Balcomb, Secretary, National Committee on Agricultural Education.

There is a bill before Congress now known as the Dolliver Davis-Page bill (Senate Bill No. 3), which provides help for the teaching of agriculture, domestic science and manual training in the public schools.

The bill provides four million dollars a year for agricultural high schools, one million dollars for experimental Stations in different parts of each State, and five million dollars for instruction in the trades and industries (this is especially for city high schools), and home economics and agriculture for the rural high schools. In this way assistance will be given to practically all lines of public high school work.

Write to your Congressmen and ask him for a copy of this bill. Look it over carefully and then ask your Congressman to see the committee having the bill in charge and ask them to report it favorably.

There is no reason why your school should not have this help. The children need it, and it is only a matter of public prejudice that keeps them from receiving it. It is useless to argue that this amount of money will make taxes higher and that Congress ought not to make taxes higher and that Congress ought not to make such an appropriation. It seems to have been demonstrated over and over again that Congress will appropriate all the money they feel the country will bear anyway, and if it is not used for the public schools, it will probably go to building another battleship, or for some other equally useless object. Talk this over with your educators. Find out all you can about it, and then do what you think is best.

TRY IT.

Do your pupils need an incentive to neat, accurate work?

Instead of condemning the careless, and untidy, have you tried rewarding those who have put forth their best effort?

The promise of a star on his paper, just a cross-mark made with a colored pencil, will induce the average primary pupil to exert himself to the uttermost.

After using the colored pencil for a while, substitute gummed dots, stars, or flags.

When the novelty of these wears off, purchase a set of rubber stamps, brownies, animals, or flowers and stamp the best papers with one of these.

I have never known children to tire of the brownie stamps.

If you have never tried such incentives, you will be surprised not alone at the improvement in the work itself but also at the change in the child's attitude toward his work.—Miss Linda Nowlin, in The Progressive School Journal.

SOME THOUGHTS FOR THE NEW YEAR.

One cannot teach a truth clearly if one is actually thinking about the teaching and not about the truth.—G. K. Chesterton.

Every man is the builder of a temple, called his body, to the god he worships, after a style purely his own, nor can he get off by hammering marble instead.—Thoreau.

Don't waste life in doubts and fears; spend yourself on the work before you, well assured that the right performance of this hour's duties will be the best preparation for the hours or ages that follow it.—Emerson.

It is an easy thing to show a young man how to run a lathe or a drill press or to teach a young woman to cook and sew in a domestic school. But it will be a prodigious mistake if we deceive that young man or woman into the conceit that that proficiency has added one cubit to their intellectual character or to manhood or womanhood. If the clamor against that education that creates men who make drill presses and lathes has deceived the young man and denied him the opportunity of becoming a creator among men, it was a great injustice to him and a prodigious loss to his land and times.—James H. Day, Syracuse University.

THE NORTH CAROLINA TEACHERS' ASSEMBLY IN RALEIGH

By E. C. Brooks.

Were you ever invited out to a dinner, a real dinner, and on your return home, subjeced to a spirited interview as to what was served, who was there, what was said, and how the women were dressed? Well! It is simply impossible to give anything like a full report of the Teachers' Assembly; so many different questions arise and so many different aspects of this great meeting present themselves that the teachers must be content to read the proceedings which will be published in full. Therefore, I shall undertake to give only a few impressions.

The Attendance.

No other assembly of teachers in North Carolina has been so large or so well attended. Over 2,000 teachers, or in other words, nearly one-third of the entire white teaching force of the State, were in attendance. The reception committees stated that about 1,500 teachers were assigned to homes and boarding-houses. Add to this number those who registered at the different hotels which were all crowded to their entire capacities, and we can estimate the size of the crowd. Ninety-five of the one hundred County Superintendents were present. About 250 city superintendents and principals of high schools were in attendance, while the Primary Teachers' Association was a good sized teachers' assemby in itself. A new organization was born—the Association of Grammar Grade Teachers—and nearly a hundred teachers were registered in this department when the organization was completed. In addition to the teachers that worked in their respective departments there were many that went from department to department in order to learn what other teachers and school officers were doing. Lastly, there were many district committeemen and members of county boards of education who took advantage of the holidays to look in upon the teachers and listen to their discussions.

The Program.

The program was full—too full for those who wished to take in more than the work of one department—and nearly every teacher present did wish to see what other teachers were doing and saying. While the newspapers gave considerable space to the proceedings it was impossible for them to give full accounts of the work of each department. More than a hundred teachers took part in the various discussions. One very interesting feature not on the program was the meeting in the auditorium on Wednesday afternoon when about five thousand pupils from Raleigh and the county assembled in Raleigh's fine auditorium.

The Sermon Thanksgiving Day.

Dr. John E. White, of Atlanta, preached a great serman from this text: "A Little Child Shall Lead Them." Speaking of the moral value of the child in the home, he said:

"Imagine a childless society. From the point of view of morality it would not be fit to live in. The mere fact of innocence, purity, and unspotted infancy as so much unstained life, so much moral whiteness, acts as a mighty corrective, though we may be unconscious of the restraint it so powerfully imposes. Also, suppose we should ascertain the important motives to labor. What is it that drives men forth to toil and cheer them to faithful and persistent labor? Is it not a child or little children somewhere whom the laborer must meet at the close of his day? Again, ask for the sealing bond of the home, the domestic surety between husband and wife. What is it? Oftener than we suppose their mingled lives are bonded in a little child. The divorce court records would tell sad stories of wedlock broken and homes ruined for the lack of children to chasten consciences and tempers. George Elliot's story of Silas Marner is the classic portrayal of the power of a little child to make a man out of a miser. Beyond all reckoning our moral civilization is in the hands of little children. We may be blind to it. But we are blind to many realities. One hour without oxygen would asphyxiate the world. One year without the breath of childhood would emasculate society of its moral health."

* * *

President Coon's Constructive Educational Policy.

"What kind of a constructive educational policy should we stand for here in North Carolina?" asked President Charles L. Coon, of Wilson. And he answered the question.

(1) This Teachers' Assembly should be a delegated body, which is another way of saying that it should be a body of teachers representing smaller teachers' organization.

(2) We should have a State Educational Commission of not more than eight members which should have control of the licensing of all teachers, the control of courses of study, the selection of text-books, the control of all the means employed to train teachers, the licensing of supervisors and superintendents and power to direct the general professional educational work of the State.

(3) We should have the township as the unit of school organization. Not necessarily the present township, but a convenient school township.

(4) County Boards of Education should be chosen by the township committeemen.

(5) Provision should be made for the gradual absorption of all separate and special tax schools into a unified system.

When We Became a World Power.

There were nearly 5,000 people in the auditorium on Thursday evening to hear Champ Clark, the Speaker of the National House of Representatives. The spirit of optimism was in evidence in every sentence. In talking of the vast extent of the territory of the United States he told of its one-time boundaries which now extend from sunrise Porto Rico in the east to where nobody knows where in the West. As to when the United States became a world power he declared that "the hilarious patriot who says that the Spanish-American War made us a world power is wrong. The truth is, that we became a world power on April 30, 1803, when Thomas Jefferson made what is known as the 'Louisiana Purchase. That was the greatest transaction in real estate ever suggested since the devil took the Lord to the top of a high mountain and offered Him the world if He would bow down and worship him."

* * *

Things Picked Up Here and There.

When Chancellor James H. Kirkland began his address on Wednesday evening he noticed quite a large

number of people in the second gallery far removed from the stage. Pointing to them, he remarked that his words would not in all probability reach those stationed along the road between him and Greensboro. Chancellor Kirkland's address on the needs of the teachers was strong. Did you notice that he put scholarship or knowledge first? After that, methods and devices. He was right.

* * *

Superintendent F. P. Hall, of Gaston County, in discussing a certain phase of rural progress, remarked that a certain farmer in Gaston County had developed a long staple cotton that is now selling for 17 and 18 cents a pound. What seed selection and corn clubs are doing for the increase in the corn supply could be done by similar forces in the intelligent study of the cotton plant.

* * *

One of the most interesting themes discussed by the County Superintendents was the best method of securing the best teachers. It was suggested that the law be so changed that district committees be required to select teachers from lists of names recommended by the County Superintendent. Another superintendent suggested that no teacher should teach in the neighborhood in which she lives until she has had at least three years' experience in teaching.

* * *

The main theme discussed among the City Superintendents was the organization of high schools. How much work can a high school pupil do now? Under what conditions can he do his best work? Four good recitations a day is sufficient; and all pupils should not be required to take Latin. Superintendent Carroll G. Pearse, of Milwaukee, was strong and very clear on these points.

* * *

That was a fine tribute from the County Superintendents to the leadership of State Superintendent J. Y. Joyner when they presented him a gold-headed cane. The speech of Superintendent F. P. Hall would read well. It was a distinct testimonial that the teachers of North Carolina are behind the State Superintendent. They believe in him and he in them.

Dr. J. Y. Joyner brought up the matter of placing a monument to Dr. Charles D. McIver on the Capitol Grounds at Raleigh. It was voted last year to erect a statue at Greensboro or Raleigh, and Dr. Joyner stated that it would take only an additional $1,100 to place a statute both here and at the State Normal at Greensboro. The Assembly voted unanimously to aid in raising the $1,100.

* * *

Mrs. Calvin H. Wiley, of Winston, and widow of the first State Superintendent of Education, was presented to the Assembly. Secretary Connor announced that the bust of Mr. Wiley to be erected by penny contributions of school children was being fast completed and would be placed in the executive building now in course of construction.

* * *

A resolution was adopted asking the President to appoint a committee to inquire into the standing of the women teachers of North Carolina. The women want to know where they are, as Miss Royster said, whether they are teachers or only females. The resolution introduced suggested the removal of disabilities of woman teachers. President Coon suggested that this meant whether they could be city superintendents and hold other positions. The resolution was adopted. The committee will report at the next meeting of the Assembly.

* * *

The matter of revising the Constitution so that the matter of dividing the membership into active and associate membership might be done away with, the matter of reducing the membership fee from $2.00 to $1.00, and the matter of limiting addresses to twenty minutes, was referred to a committee.

* * *

The officers of the Assembly for the next year are:
President—E. C. Brooks, Trinity College, Durham.
Vice-President—A. C. Reynolds, Asheville.
Secretary—R. D. W. Connor, Raleigh.
Executive Committee—H. B. Smith, Greenville, N. C.; F. P. Hall, Belmont, N. C.; F. P. Hobgood, Oxford, N. C.; Miss Edith Royster, Raleigh, N. C.; M. C. S. Noble, Chapel Hill, N. C.

FOOD AND ITS RELATION TO CIVILIZATION

By E. C. Brooks, Author of "The Story of Cotton."

"Tell me what thou eatest and I will tell thee who thou art," was a saying of the ancients. This is just another way of saying that the food we eat is a sign of civilization. It has been said that the first use of fire was in preparing food for the feast. Whether this be true or not, it is immaterial; but this we know from studying the manners and customs of people, that since the first meal was brought smoking hot from the flames or dying embers, man in his progress from primitive life has learned from experience that the spirit is controlled in a large measure by the quantity and quality of food that passes into his stomach. Moreover, as man progresses he improves his food in order that he may the more easily utilize its health-giving properties.

Reverence for Food Plants.

The acorn that fell from the oaks was probably one of the earliest foods of the races in the colder climates. The great respect the ancients had for this tree would indicate that there was something behind the religious customs of the Druids that made the priests come once each year in great pomp and ceremony to cut away the parasite mistletoe. Even the very word Druid means, it is said, oak tree.

It was Osiris, the son of Jupiter, that taught the Egyptians the art of tilling the ground by aid of the plow, and these strange and fantastical people prayed religiously every morning to the radish, the leek, and the onion. It is not stronge that a primitive people feel somehow that whatever sustained life was closely associated with the creative power that originally gave life.

The Greeks, clever imitators of the Egyptians, pretended that Ceres the Queen of Cicily taught them the art of sowing, reaping and grinding corn. They made her goddess of the harvest, and applied themselves to the labor of agriculture with a rare and persevering ability. To them and to the Romans who borrowed from the Greeks, the food-giving plant was worshipped from the time it appeared above the ground until it surrendered its grain when there was great rejoicing and thanksgiving.

Man undoubtedly existed through long periods of time

without laboring. One can find to-day plenty of districts upon the earth when date palms and bread fruit trees still allow him to live with practically no effort. It is in such districts that traditions is fondest of plcaing paradise, the original home of man.

The Early Vegetable Foods.

It is impossible for man to live without work. Nature alone does not furnish enough food for man. From the day when "the Lord God sent him forth from the Garden of Eden to till the ground from whence he was taken," races of men have struggled with the soil to make it bring forth food in plenty.

It was natural that the cereals become the source of all our bread. They could be easily preserved. All tubers and bread fruits soon decayed. But wheat, barley, corn, oats, Indian corn, millet, and rye remain unhurt by cold climate, warm climate, dry climate, or damp climate. The cereal was a suitable food for man, beasts, or bird. As man's foresight developed, more and more cereals were produced. He had the means now for taming the wild beast and birds. Being able to control the food supply, he arose superior to the beasts and they became his servants, his property.

The cereals, therefore, have played an important part in the history of civilization. With it man has been able to tame the wild hogs and make them beg bread at his hands. He has tamed wild geese and wild ducks and they call for their portion as the sun rise and sets. His sheep and goats, his cows and horses, all acknowledge him as their lord and master, because his wisdom and foresight has made it possible for him to store up grain sufficient for man and beast, against cold and drouth.

It was a belief of the Cherokee Indians that all the diseases came from the nimals; but that the plants contain a cure for every disease brought to man by the animals. It is probable, therefore, that the greater number of the so-called vegetable foods found on our tables came into use first as medicinal plants.

The cabbage originally was a medicinal plant. It preserved from drunkenness and cured various diseases. The Greeks thought asparagus was a good remedy for intestinal disease, and that the beet had very fine medicinal qualities. The cucumber was supposed to have all sorts of healing properties, while the lettuce, the favorite plant of Adonis, possessed certain narcotic virtues. Garlic excited the courage of warriors, and was, therefore, avoided in times of peace. Parsley excited the brain to agreeable sensations, watercresses gave a very refreshing effect, and onions were good for preserving the health. Hyssop renewed and purified the blood, thyme was good to destroy the effect of the serpent bite, pennyroyal was taken to facilitate digestion, mint preserved milk from curdling, ginger was a cure for scurvy, and asafoetida was in ancient times the chief seasoning for food, for it promoted digestion. All these vegetables were in use long before the Christian era. In fact, it is impossible to go back to a time when they were not in use. Patroclus peeled onions, Achilles washed cabbages, and many centuries before the Trojan era the chief baker for Pharoah fell into dispute probably because of the poor bread that he served.

Food and Health.

Nature makes us hungry; art creates, modifies, and directs the appetite. Bread is the oldest and most important product. It supports life better than any other single food except milk, and it is the most staple food of modern civilization. The baking of bread is older than history. Leavened bread was produced by the most ancient Egyptians, and Sarah, the venerable wife of Abraham, knew well how to mix flour and water into a shapely pone which she baked in the hot ashes of her tent. Greece had the most skilful bakers in the world. They learned to mix with the flour wine, pepper, oil and milk, and the ladies of Greece delighted their friends with puff cakes whose exquisite and perfumed flour was delicately kneaded with the precious honey of Mount Hymettus. The bakers of Rome formed an association, and sometimes one of the privileged bakers was raised to the dignity of Senator. The Roman patricians ate a bread made by mixing flour, salt, oil and milk, and in the fourteenth century master bakers were licensed after four years' training.

The bread was supposed to contain many properties, according to the mixture and preparation. Therefore there were many different kinds. The slave had a special kind, the athlete another kind, princes and senators had another, and fashionable ladies another kind. This bread became the staff of life. Each kind gave to the man eating it a certain force, and the old rhyme still sung by children gives the different classes of bakers:

"Hark, hark! The dogs bark,
The bakers are coming in town,
Some in rags and some in tags,
And some in velvet gowns."

The Corn of the World.

The term corn is applied in agriculture to the seed of the cereal plants mentioned above. It is often understood locally to mean that kind of cereal which is the leading crop of the district, although it may be wheat barley, corn, oats, maize (Indian corn), rye, millet, or even rice. It is written in Genesis: "And all countries came into Egypt to Joseph to buy corn; because the famine was so sore in all the land." The grain mentioned in this quotation was probably barley or wheat. Again in Roman history we read of a great popular uprising because bread was scarce and the Gracchi became great tribunes of the people because they advocated more favorable corn laws. The grain referred to was wheat. Rice is the corn of China and Japan, rye of Northern Europe, oats of Scotland, and wheat of England. Ruth gleaned ears of corn in the barley fields of Boaz, while in Pharaoh's wonderful dream the seven good ears of corn devouring the seven thin and blaster ones, were probably ears of wheat. In America an ear of corn means an ear of maize, or Indian corn, our national grain.

The Jews and the Greeks cultivated barley which the Romans abhored. Maize or Indian corn has been developed for so many centuries that it is unknown in its original state. Many believe that it came originally from Asia, some say from China, others from Japan. But it is generally believed that it originated in America.

It has been demonstrated that Indian corn is the cheapest food that can be raised. In other words, there is more nutrition in corn for the price than in any other food. Hence its value as a food plant. According to a table of food values ten cents worth of corn-meal will produce more real food than twenty cents worth of wheat flour, or fifteen cents worth of oat meal, or forty cents worth of rice, or twenty cents worth of potatoes, or forty cents worth of eggs, or thirty cents worth of ham, or twenty cents worth of steak.

From exertion come wisdom and purity; from sloth ignorance and sensuality.—Thoreau.

VACCINATION AND ITS TREMENDOUS VALUE TO THE HUMAN RACE

By H. F. Taylor, Mount Airy, N. C.

Since there is no known cure or palliative for smallpox, our only means of escape is that of prevention. In order to do this intelligently, one must be somewhat familiar with the cause of the disease as well as it is known. There are two organisms blamed for causing smallpox,—one a minute bacterium of the streptococcus form, another a somewhat larger animal parasite called **Cytoryctes variolæ**. Most modern researchers agree that the latter is the true cause, although the bacterium gives rise to many and serious aggravations. The animal parasite fulfills two of the three requirements to prove that the disease is caused by it, viz., it is invariably found associated with the disease, and when inoculated into another person invariably produces the disease. The culture requirement is not fulfilled, since no one has yet been able to culture it outside of the epithelial cells of the animals which it attacks.

The life-history of the offending parasite is extremely complicated. Instead of the parent and offspring being alike, as in the higher animals, there are eight generations, all different, some large, some small, some amoeboid, some having a cell wall, some sexual and some reproducing without sex, before the cycle is finished and the starting place is reached and a new cycle is begun. In cow-pox, or **vaccinia**, which is the disease produced by vaccination, the same life-history obtains, but only goes through three of the eight stages in the cycle of **variola**, or smallpox.

The last stage is the one which floats on the air and by which infection takes place. It enters the respiratory organs and there goes through the first two stages, when it scatters to all parts of the body. The disease then runs its course as the organism goes through it cycle, both ending about the same time. During all this, there are poisonous excreta from the parasite which produces the fever and other ill effects of the disease.

Does Vaccination Prevent Smallpox?

The object of this paper is embodied in the answer of the following questions: Does vaccination prevent smallpox? If so, why? and, What is there in the argument of the anti-vaccinationists? To facilitate matters, I shall endeavor to answer the second question first—Why does vaccination prevent smallpox?

The immediate cause of death in the majority of fatal causes is blood poisoning from the poisonous excreta of the causative parasite. Now, it is a commonly accepted fact that the normal animal body effectually fights intrusions of foreign and deleterious substances by both driving them from the system through the various excretory organs, and by producing a neutralizing antisubstance. A well-known instance of this latter is antitoxin, which has been used with such marvelous success in treating other diseases. Just what this antitoxin is, and how it is produced is not yet understood. But if the attack is too sudden and severe, and the poison is liberated from the parasite faster than the antitoxin is produced, death will ensue. This is Nature's only and universal means of resistance to disease caused by parasites or bacteria. After the attack, which has been successfully warded off, the constituents of the blood or the tissues of the body are so modified, or the antitoxin so continues to be produced that a further attack is imhibited. This explains, though not in great detail, why certain diseases, such as diphtheria, measles, scarlet fever and others, seldom occur twice in the same individual. It follows from this that if a person can be made to be attacked with the disease mildly, there will be little or no danger of his taking it in the severer form. But it is seldom in our hands to inoculate with a disease, mild or severe, at will. While smallpox cannot be cured, and antitoxin cannot at present be used (the reason for which I shall show later), it is extremely fortunate for us that smallpox is one of the few diseases, if not the only one, of which the artificial production of a mild form is possible. This mild form is cow-pox, a disease of cattle closely allied to smallpox, produced by the same parasite, with a shortened life-history. It was observed over a century ago by Edward Jenner that persons who had had cow-pox seldom had smallpox, and when they had it, it was so mild as to be hardly recognized as the same disease. This principle was tested and found to prevent smallpox with little danger to the vaccinated person.

Analogous Cases.

Men who smoke, and any women who have been curious enough to try it, remember very vividly their first cigar. Only one nauseating sickness, then smoke with impunity. This immunity to the poisonous effects of tobacco lasts a long while, as is well-known by those who have stopped its use and blackslidden later. Likewise a person may take a very minute dose of strychnine, morphine or other powerful poison, increase the dose every day, and eventually take doses without ill effects that would kill a man unused to it. At any rate, whether or not the exact conditions which underlie the process are understood, it has been demonstrated that an immunity does follow not only a case of true smallpox, but cow-pox as well; and if the latter is a comparatively harmless disease, it is well to take the benefits together with its slight ill ease.

Vaccination and Smallpox in History.

We may now answer the first question: Does vaccination prevent smallpox? According to a bulletin sent out by the Marine Hospital Service of the United States, there has never occurred a single case of smallpox in a person recently successfully vaccinated. Sufficient and even overwhelming evidence of the efficacy of vaccination is seen when we compare the prevalence and fatality of smallpox in the fifth to eighteenth centuries with that of the nineteenth and twentieth. It only need to be said that the terrible plagues, described by many historians, have been so reduced that many doctors have never seen a true case of smallpox, and that it is difficult to procure cases for clinic schools. At the Highgate Hospital in London over a thousand cases have been treated in the last sixty years. Among the hospital corps, one case occurred during that period, an old gardener who was never vaccinated. Statistics are tiresome, so I shall abstain from using them save enough to answer a few o the arguments of the anti-vaccinationists.

Argument of Anti-Vaccinationists.

Now for the last question, What is there in the argu ments of the anti-vaccinationists? They use six mai arguments in their propoganda, viz.: (1) It is danger ous. (2) It is useless. (3) Compulsory, it is an instru sion on the rights of the individual. (4) Doctors favo it for the fee. (5) Doctors are not unanimously i

favor of it, and a few formerly favoring vaccination have repudiated it. (6) Prominent men have repudiated it.

I shall take up each argument as briefly as possible.

The Arguments Answered.

(1) In Germany 2,275,000 were vaccinated, with thirty-five deaths; at another time 10,000, with one death. In Canada 40,000 were vaccinated with no deaths. The death-rate from vaccination is less than that of pulling teeth, and the risk is less than that of severing an artery when one washes dishes. Every act of our lives is connected with some danger; when eating we may be choked on a fish bone; when walking on the streets we may go the banana-peeling route. But the danger is not enough to argue for the foregoing of the benefits of them. These terrible pictures of scrofula, tuberculosis, and lockjaw have their origin about a century ago when sterilized lymph was unknown and it was dangerous.

(2) Useless. It is unnecessary to make further remarks on this question.

(3) Invasion on the rights of the individual. If we were all Robinson Crusoes, this argument would hold. If anybody had the right to do absolutely as he pleases, he could disseminate the most contagious and one of the most fatal of diseases and no one could interfere. This would only hold, as it is, for one marooned on one of the Fiji Islands or at the South Pole. Compulsory vaccination has been sustained before every Court of Appeals before which it has ever been heard.

(4) Doctors favor compulsory vaccination for the fee. This is an unjust indictment of the medical profession. Doctors recommend that the Government appoint a few of their number to attend to vaccination at a much lower price than they would otherwise receive. Why do doctors recommend fresh air and exercise for tuberculosis, and extermination of mosquitoes for malaria, and hold that prevention is always preferred to cure?

(5) Doctors are not unanimously in favor of it, and a few formerly favoring vaccination have repudiated it. What institution is there without its opponents? Are there not atheists who can prove to their own satisfaction that there is no God? There are anarchists who disbelieve in government? But we still have our religion and our government. Ninety-nine doctors believe in vaccination; one disbelieves. Whose opinion shall we accept?

(6) Prominent men have repudiated it. John Stuart Mill, Gladstone and Daniel Webster are quoted against vaccination. Who would ask the most skilful carpenter in the United States his opinion of Weismann's theory of herdity, and expect an intelligent answer? These men were statesmen, not scientists, and as such, their opinions are worth nothing.

Now for a few words as to the very specious arguments which are dangerous sophistry and liable to do much harm. The opponents of vaccination fight the claim of Jenner that vaccination conferred absolute immunity for life. This claim has long since been abandoned. Vaccination confers immunity for from three to ten years, and the modern claim should be fought, if any, and not that of the century before the last. Of course mistakes made a hundred years ago have no weight against the present. A single case may happen, a vaccinated man may occasionaly be afflicted, but never under several years after vaccination. The dangers of vaccination are greatly exaggerated. The vaccine is all made under Government supervision, from young calves tested for diseases and is sterilized with glycerin. The tuberculosis test is as accurate and reliable as a chemical test. Some of the diseases alleged to be transmitted by vaccination are diseases peculiar to man, and hence cannot be transmitted by cow virus. The claim that virus is filth is an attempt to nauseate. A clear drop of glycerin can hardly be called filth; it is only taking advantage of Nature's way of curing. The idea that modern sanitation is to be credited with the decrease of smallpox is a misconception. The kings and queeus of European nations probably lived under fairly decent sanitary conditions. Notwithstanding this, William II. of Orange, Joseph II. of Austria, Queen Mary and Louis XV. of France, died with smallpox, and Queen Anne of England, Peter III. of Russia and Empress Maria Theresa of Austria survived attacks of it. All anti-vaccinationists avoid references to Germany after 1874. Enormous death-rates express the smallpox situation before that time. In 1874 compulsory vaccination of all children before they were two years old went into effect. They were compelled to submit to a second vaccination in their twelfth year. This law has been rigidly enforced ever since. Since then, up to 1906, there have been only twenty-six deaths from smallpox, and these scattered over twenty-one different places. Over twenty of these cases were foreigners who brought the disease from abroad.

How Vaccine is Made.

A description of the process of manufacture of the vaccine lymph will dispel the fears of many. A light colored, healthy calf, not more than six months of age, is selected. It is tested by expert veterinarians for any disease. The tubercular test is stressed by a separate test. If found perfectly healthy, a place on its skin is shaved and sterilized. It is then vaccinated with pure, glycerinated vaccine lymph or stock, which is also microscopically tested. After a few days it has a genuine case of vaccinia, or cowpox. Some of the lymph is taken from the pustules, mixed with pure glycerin, which kills all the organisms but that of cow-pox, in the lymph. It is then tested by Government experts, sealed in air-tight glass tubes, on the label of which the time is printed beyond which it should not be used. After being sealed they are never exposed to air or any other infection until they are ready to be used on the arms of persons. The process is guarded as carefully and under as perfect sanitary conditions as is the person who is operated upon in the clean, white operating room of a hospital. No infection is ever allowed to touch the wound of the calf. The whole process is under Government supervision. When one is vaccinated the physician's hands are sterilized with a powerful antiseptic and the needle used for scarifying is sterilized in an alcohol flame. The contents of a tube are placed on the scratched place and it is then bound. The only danger then is from infection of the wound, and this is no greater than the danger from a pin scratch or chapped lips.

Withal, it is hoped that more reason and less sentiment will be used in the decision of this problem.

Owing to a fog, a steamer stopped in the mouth of a river. An old lady inquired of the captain the cause of the delay. "Can't see up the river," replied the officer. "But, Captain, I can see the stars overhead," she argued. "Yes," said the captain, gruffly, "but until the boilers bust we ain't agoin' that way."—Everybody's Magazine.

The world's great doers know very well that if you are not making a manly or a womanly struggle to establish a place for yourself, there is something wrong; either you have not the ability, or you have not the inclination. And human nature is so constituted that they will only hold you in contempt for your excuses.—O. S. Marden.

OLD CHARLEY; OR THE REMOVAL OF THE CHEROKEE INDIANS FROM WESTERN NORTH CAROLINA

By W. M. Marr, Trinity College, Durham, N. C.

The removal of the Cherokee Indians from their rightful homes among the Smoky and Alleghany Mountains in 1838 may justly be regarded as the most pathetic, the most tragic, the most criminal event in American history. In my mind there is only one other parallel in the country, viz., the exile of the Acadians. Yet in death and suffering this event falls far short of that which characterized the Indian removal. Troops were stationed throughout the Cherokee nation in stockade forts under the command of General Winfield S. Scott, and were ordered to hunt down and hring in as prisoners every Indian in that country at the point of the rifle and bayonet. Every cabin home was searched in the fastness of the mountains, along the streams and in the valleys. Families and entire neighborhoods were surprised and taken captive. While eating their noonday meal families were frequently surprised, commanded to rise and get out of their houses, only to be driven at the point of the lash over the mountains and rocky paths to the nearest fort. Men were taken out of their fields and children from their play. Such keenness on the part of the soldiers to drive out the red men necessarily thinned out the number who were still at large, for in a short while over 17,000 men, women and children had been collected to the different forts, and made ready for the long over-land march to their new unknown home in Indian Territory.

The march took place during the summer and winter of '38 and '39, the journey being finished in March, '39. Great sickness and mortality attended the entire journey. Hundreds died while in the forts and camps, due chiefly to the rations furnished; and still more died after the arrival at their destination from sickness due to exposure on the trip. In all, over 4,000 Indians died as a direct result of the removal.

Charley and Others Escape.

But in gathering up the Indians all were not submissive. The most notable of these was "Tsali," or Charley, who, together with his wife, brother, three sons and their families, was suddenly captured at his home on the Charley Reservation near the present settlement of Maple Springs, in Swain County. They were taken into the stockade at Fort Lindsey, about two miles away, at the present town of Almond. The time having arrived for the long journey, the Indians were arranged for the long march down the little Tennessee River, through the gorge by way of the State road, to the old agency on Hiwassee River at the present Calhoun, Tennessee, where they were to take boats. In the march each soldier stood guard for so many Indians, and was held responsible for their conduct. The march had not been in progress more than a few hours until Charley became enraged at the cruelty accorded his wife by the guards who goaded her with their bayonets because she was slow of step. Speaking to his men in Cherokee, which was altogether unknown to the soldiers, Charley urged the other men to join in with him for a plunge for liberty. The plans adopted were these: When they should reach the mouth of a branch, which was at the present village of Fairfax in lower Swain County, on the giving of the signal by Charley each man was to seize the gun from the guard, kill him and make his escape. At the appointed place and time, the signal was given. The Indians siezed their guards, wrested their guns from them, and in the skirmish which followed four American soldiers were killed, and no Indians. Charley and his men made their escape hack up the River, around by the fort to a cave on Nantahala River, near the present post-office of Wesser. Charley's cave is generally known as the "Cave Meeting-House" on account of its large size. There are some three or four large rooms in it, all opening into a large hall, sufficiently large to accommodate the entire student body of the present free school in that district. Hundreds of other Indians from time to time made their escape to the mountains, where they lived on roots and wild berries. It is a known fact that a large number of these died of starvation.

The whole number of the fugitives soon amounted to a thousand or more, chiefly of the mountain Cherokees of North Carolina, the pure blood "Utsala," "Licken," a noted leader, gathered a host of these under him, and made his headquarters among the rugged and lofty peaks at the head of Ocona Lufty River. Here their safety was assured.

General Scotts' Efforts to Capture Charley.

All efforts made by General Scott to recapture these fugitives were harren of results. But now that Charley and his sons had made such a bold and cruel dash for freedom, the General considered it a splendid opportunity for compromise. In order to carry out his purposes, Scott secured the services of Mr. Wm. H. Thomas, a noted trader and friend to the Indians, and authorized him to submit to U'tsala a proposition. The gist of the order was this: If U'tsala will seize Charley and the others who are guilty of killing the soldiers, and deliver them to the fort, the fugitives would be allowed to remain in their old homes unmolested until an opportunity should present itself to get a permit from the Government to let them remain.

Accompanied by one or two Indians, Thomas took the commission and made his way to the secret hiding place of U'tsala. The proposition was presented with words of explanation. The old Indian leader was assured that if he would seize Charley and bring him to the fort he would have ample assurance of heing permitted to remain in the East, but if he neglected, the entire army of 7,000 American soldiers would scour every cave and valley until the last Indian was caught.

U'tsala now had the greatest prohlem of his life hefore him. His heart and mind were sorely troubled. He thought long and seriously. His breast swelled with anger and bitterness. It was a difficult decision to make. His wife and son had just died of starvation on the mountain-side. Others were now on the long march to exile, and dyiug by the hundreds, and his own little band of followers was on the eve of starvation. To stay in his own country was his hope and desire,—and they had all sworn never to leave it. Question after question poured in and out of his mind until the final: "Isn't it better for one to die than that all should perish?" He answered this question in the affirmative, and consented to go in search of Charley. Thomas returned to General Scott with the report.

Charley Decides to Be Sacrificed.

It was thought that Charley and his party could not be taken without his making a stubborn resistance.

Before U'tsala and his followers could get together, Thomas determined to go to Charley alone and beg him to come in and surrender. Scott offered him a bodyguard, but he politely refused the same. He went alone to the cave, found their guns stacked, and the men sitting around a fire at the entrance. Thomas walked up to the old man, placed his hand on the fugitive's shoulder, and delivered his message.

"Tsali, for your action General Scott is determined to get revenge. He makes this offer: If you and your boys will come in, and surrender your lives, all the others who yet remain will be permitted to stay. If you do not surrender, U'tsala and his band, according to their agreement, will get on your track, seize you and take you before the General. Will you go in and let your other relatives remain at home, or will you let them suffer? This means that you and your boys must give up your lives, but it is for the good of your people. What will you do about it?"

The old man listened eagerly, and bowed his head in silence. Soon he replied in words of broken accents, yet they were bravely given.

"We'll go in! We don't want our own people to huut us down. If it means the safety of our people, our lives are ready to be offered."

Charley and his boys did not wish to be accompanied by Thomas back to the stockade, choosing rather to go alone, which they did at once. At Fort Lindsey General Scott tried Charley, his brother, and three sons. As a result, they were all condemned to be shot except Charley's youngest boy, who was given his freedom on account of his youth. This boy, now an old man, is still living in the Cherokee Reservation near Yellow Hill. His name is Wasituna, better known to the whites as Washington. He yet carries vivid recollections of the trial and death of his father and brothers.

The Execution.

In order to make the deed more hideous, more tragic, and to show them their state of helplessness, these victims were entrusted to the care of a detachment of Cherokee prisoners who were to do the shooting. Charley's brother, and two sons were shot near the present village of Bushell. For some reason or other Charley was not shot with them. His death was to take place at mid-day further up the Tuckasegee River some fifteen miles The Indians walked with their prisoner all morning to the appointed place. Their obligation weighed heavily upon them. To Charley the day seemed too long. For hours he watched the slow gait of the sun as he marched toward the zenith, and from time to time he was known to ask with child-like eagerness: "Isn't it about time? The sun is about the middle!"

His wish was realized, however, ere long. The troop came to a halt at the appointed place, which was in the Cline Bottom, on the north bank of the Tuckasegee River near a spring about three-fourths of a mile below the present town of Bryson City. Old Charley was immediately tied to a large hickory tree to await his doom some few minutes later. Still did time travel too slow for him. With an inquiring mind and an inquisitive look toward the sun, he still asked:

"Ain't it about time? I do believe it is! I am to suffer because I love my country and my people. Oh, that my people who are being taken beyond the sun's set carried my heart in their bossoms. They would never have left these beautiful old mountains. I am not afraid to die. I want to die. It is sweet to die in one's own country, and to be buried on the banks of one of its beautiful streams. Hurry up! I want to die."

Four guns were used in the execution. The entire proceedings were entrusted to the Indians. Four men were lined up with the guns, and at the word, four guns were discharged with but a single explosion. The shots did their work well. No one knew whose shot proved fatal. The Indians did not stay to look after the body of their friend, but instead, threw down their guns and made their way to the mountains as quickly as possible.

Two or three onlookers were present at this event, who took the body from the tree and buried it near its base. Some few years later the bones were scratched out from time to time from pure curiosity, and then covered over again. The exact spot may be pointed out this very day by some of the old settlers and persons who later came into that vicinity. One of the guns is now in posession of an old farmer who lives less than a mile from this very spot.

On account of its varied interests, old Charley's life has become a legend to the people living in that section of the State. The remnant of the Cherokee tribe dwelling in the Reservation looks back upon Charley's sacrifice in its behalf with a strangeness akin to devotion. No one should doubt their devotion, because this offering up has meant vastly more to them than we can comprehend.

THE LILT OF A LAUGH.

I've toiled with the men the world has blessed,
As I've toiled with the men who failed;
I've toiled with the men who strove with zest,
And I've toiled with the men who wailed.
Aud this is the tale my soul would tell
As it drifts o'er the harbor bar:
The sound of a sigh doesn't carry well,
But the lilt of a laugh riugs far.

The men who were near the grumbler's side,
Oh, they heard not a word he said;
The sound of a song rang far aud wide,
And they harkened to that iustead.
Its tones were sweet as the tales they tell
Of the rise of the Christmas star,
The souud of a sigh doesn't carry well,
But the lilt of a laugh rings far.

If you would be heard at all, my lad,
Keep a laugh in your heart and throat;
For those who are deaf to accents sad
Are alert to the cheerful note.
Keep hold of the cord of laughter's bell,
Keep aloof from the moans that mar;
The sound of a sigh doesu't carry well,
But the lilt of a laugh rings far.

—*Frank H. Sweet.*

Cleave then to the sunnier side of doubt,
And cl g to Faith beyond the forms of faith!
She reels not in the storm of warring words,
She brightens at the clash of "Yes" aud "No,"
She sees the Best that glimmers through the Worst,
She feels the sun is hid but for a uight,
She spies the summer through the winter bud,
She tastes the fruit before the blossom falls,
She hears the lark within the songless egg,
She finds the fountain where they wailed "mirage."

—*Tennyson.*

STUDIES IN NORTH CAROLINA POEMS

VI.—UNDER THE PINES.

By Edwin W. Fuller.

The Author.—Edwin W. Fuller was born in Louisburg, N. C., November 30, 1847. At the age of seventeen he entered the University of North Carolina where he remained one year. In 1867 he entered the University of Virginia, and in the following year received diplomas in the Schools of English and Moral Philosophy. There was an interval of one year between his leaving the University of North Carolina and his entrance to the University of Virginia. During this period he wrote "Sea Gift," a novel of unusual popularity. During his college life in Virginia "The Angel in the Cloud" was written and published in the University magazine. This poem was published in book form in 1871 and attracted complimentary notices from the New York Times, the St. Louis Advocate, and from other papers of the country. It has passed through six editions, having recently been republished. Many other poems were published by him. "Lines Written After Having a Hemorrhage From the Lungs" is considered by many as the most beautiful of all his productions.

* * *

UNDER THE PINES.

("Tell them to bury me under the pines at home," from "Sea Gift.")

I would not rest in the mouldering tomb
Of the grim church-yard, where ivy twines,
But make me a grave in the forest's gloom,
Where the breezes wave like a soldier's plume,
Each dark-green bough of the dear old pines.

Where the lights and shadows softly merge,
And the sun-flakes sift through the netted vines;
Where the sea-winds, sad with the sob of the surge,
From the Harp-leaves sweep a solemn dirge,
For the dead beneath the sorrowing pines.

When the winter's icy fingers sow
The mound with jewels till it shines,
And cowled in hoods of glistering snow,
Like white-veiled sisters bending low,
Bow, sorrowing, the silent pines.

While others fought for cities proud,
For fertile plains and wealth of mines,
I breathed the sulphurous battle-cloud,
I bared my breast, and took my shoud,
For the land where waved the grand old pines.

Though comrades sighed and loved ones wept
For the form down in the battle-lines,
In my grave of blood I gladly sleep,
If the life I gave will help to keep
The Vandal's foot from the Land of Pines.

. . . . . .

The Vandal's foot hath pressed our sod,
His heel hath crushed our sacred pines;
And bowing 'neath the chastening rod,
We lift our hearts and hands to God,
And cry, "Oh, save our Land of Pines!"

VII.—THE MUSIC OF THE HEART.

By Robert Strange.

The Author.—Robert Strange was born in Virginia, September 20, 1756. He was educated at Hampden Sidney College and then studied law. After being admitted to the bar, he settled in Fayetteville, N. C., and in 1821 was elected to the General Assembly, where he served in 1822-1823 and 1826. He was elected in 1826 Judge of the Superior Court, and held that place until 1836, when he was elected to the United States Senate. He continued a member of that body until 1840, when he resigned after refusing to obey the instruction of the North Carolina Legislature. On his return to Fayetteville he resumed his profession, and subsequently was elected Solicitor of the Fifth Judicial District. The degree of LL.D. was conferred on him by Rutger's College in 1840.

Judge Strange wrote several poems. Ten of them are published in Mary Bayard Clark's Wood Notes. He published also a novel entitled "Eoneguski; or, The Cherokee Chief," in which he preserved many of the traditions of the region in which he resided.

* * *

THE MUSIC OF THE HEART.

There is a melody deep and abounding
'Mid the strangely wrought chords of the heart;
The wind may not pass, but 'tis sounding
A music unrivalled by art.

At times 'tis the wailing of sorrow,
From the depths of its being it brings;
Again, wildest joy on the morrow,
Comes bursting away from its strings.

The presence of each passing stranger
May draw from its tissue a tone,
That too often, alas! there is danger,
May sound when that stranger is gone.

Not e'en from the light breath of fashion,
It's music is wholly concealed;
But alone to the warm touch of passion,
Will the heart its true melody yield.

To Love—Love alone, is given
Most exquisite music to make;
Such tones as re-echoed from Heaven,
The rapture of seraphs awake.

VIII.—THE OPEN FIRE.

By John Charles McNeill.

The Author.—John Charles McNeill was born in Scotland County, North Carolina, July 26, 1874. Spring Hill, the name of the community in which he was born and reared, is in the heart of the original Scotch settlement of North Carolina. McNeill's grandfathers immigrated fromArgyleshire, Scotland, about the beginning of the nineteenth century. John Charles was educated at Wake Forest College, graduating at the head of his class He remained one year after graduating and received the degree of Master of Arts. In 1900 he was elected Assistant Professor of English in Mercer University, Georgia, but after a year he returned to North Carolina to practice law, having received his license in 1897. He opened his office in Laurinburg, but the legal profession had no charms for him. The Century Magazine was already publishing his verses, and the inclination was to follow his pen. After the death of Erwin Avery, John Charles was called to the Charlotte

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A STUDY OF THE GREAT EDUCATIONAL CLASSICS

I.—PLATO'S REPUBLIC.

By Miss Eva Hughes Branch.

Plato's Republic is the result of an honest effort on the part of that great philosipher to offer some solution to the problem of restoring Athens, his loved city, to her former prestige and glory. He and his illustrious teacher Socrates were agreed that the salvation of the State lay alone in the education and development of man, since the State itself was nothing more than the individual writ large.

Having gone to the home of Polemarchus to await the illumination of the evening, Plato enters into conversation with the aged Cephalus, the father of Polemarchus, who gives him some of the impressions of old age. Among other things he says that stories of the punishment of men who have done injustice interest those who are growing old and cause them to value wealth only as a means of recompensing those to whom they have done evil. Plato then raises the question as to what justice is; but Cephalus hurries away to the sacred rites, leaving Polemarchus and others to take his place in the discussion, which soon resolves itself into the question as to whether justice is more advantageous than injustice. By a series of the contrasting characteristics of each, Plato readily reaches the conclusion that the just man is happy, the unjust miserable; and since it is not profitable to be miserable, but happy, justice is more profitable than injustice.

Is Justice More Powerful Than Injustice?

With this Plato thinks the argument is endeed, but Glaucon assures him that he is not convinced. He says that justice belongs to that class of good which is troublesome in itself, and pursued only for the sake of glory; also that it originates in the unwillingness of men to suffer injustice, and not in their unwillingness to do injustice. He pictures a man who is most unjust, and is considered just, which adds to his injustice, and shows that he is more happy than the just in this world or the future State, since he is able even to bribe the gods with his ill-gotten gains. He then challenges Plato to prove that justice is more profitable than injustice, and in what manner each affects the owner. Whether concealed or not, is the one good, the other evil?

The Ideal State.

Accepting the challenge, Plato suggests that they discuss the matter first with regard to the State, and later with regard to the individual, since it will be more easily understood in the greater. For this purpose he creates his ideal republic, in which society shall be divided into three classes—the producing, ruling, and protecting classes. The class to which each individual belongs shall be determined not by birth but by fitness. Those who become guardians of the State must be educated with great care in exercise and music, so that they may be brave, temperate, wise and free men. To this end all literature which does not represent God as He is, and therefore incite to virtue must be illiminated. Thus if the city is rightly established it is perfectly good, therefore wise, brave, temperate, and just. The first three characteristics being easily shown, the fourth characteristic by which the city partakes of virtue is justice, which is the habitual practice of one's own proper and natural work.

Having thus established a just city, he observes that the just man will differ nothing from the just city, according to the idea of justice, but will be similar to it. Just as the State is divided into three parts, so the soul of the individual may be divided into the reason, the appetites, and the passions. Moreover, just as the city is just when each individual is doing his proper and natural work, so the individual is just, when each part of the soul is performing its proper function. Likewise there are as many species of soul as of republics.

At this point Polemarchus accuses Plato of having neglected a whole branch of the discourse relating to the possession of wives and children in his republic. Therefore he enters at once into this part, saying that since woman is man's equal, she shall have similar training and perform similar offices. Women shall be had in common with sufficient restrictions to insure a vigorous youth. The children also shall be held in common and reared by the State for the service of the State.

The Philosopher and Education.

His hearers doubt the possibility of such a State. He admits that it does not exist, but that a rule of genuine philosophers would make it possible. The rulers must be men who admire everything which has a real existence, and not men who are ignorant or love opinion. They shall have a good memory, be docile, generous, graceful, and the friend of truth, justice, fortitude, and temperance. Plato agrees that experience has shown that philosophers are useless to the State; but this, he affirms, is not the fault of the philosopher but of those who refuse to give him a chance. To become a preserver of the State, one must show a genius for the highest learning, that is, the good, "a turning from darkness to light with the whole soul till it be able to endure the contemplation of being itself, and the most splendid being." The methods used in effecting this turning constitute Plato's great educational scheme. The chief branches of study are arithmetic, geometry, astronomy, and music, with the art of reasoning as the top stone. Thus Plato, like the painter who paints a very beautiful man, and yet is unable to show a real existing model, describes a perfect city and a perfect governor. This republic he calls the aristocratic or regal form.

Other Forms of Government.

The four other forms and the four species of soul corresponding to these are discussed in order. First, the Spartan type is the ambitious, contentious state. The corresponding individual will be arrogant, unapt to music, contentious, and ambitnous. In the oligarchy the rich rule and the poor have no share. Idleness is encouraged and education neglected. Likewise the individual will be covetous, avaricious, and parsimonious. The Democratic state neglects everything but money-making. The poor prevail over the rich, and dispose of the offices of State by lot. The Democrat encourages insolence, anarchy, luxury, and imprudence. The tendencies of democracy toward license carried a little farther bring about a genuine tyranny. The tyrant smiles and salutes every one he meets, promises much, frees from debt, distributes land, and affects to be mild, never tasting liberty and true friendship. Of all these, the regal type of man, who ruleth himself with a kingly

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CONVERSATION AND PICTURES IN PRIMARY LANGUAGE TEACHING

By Miss Susie Fulghum.

I.—CONVERSATIONS.

Walter would not talk at school. The stories told and reproduced seldom brought any response from him. We had not as yet found the key to his interests. But one day, and a very lucky day it proved to be, our topic for conversation, was "Rabbits." Walter had waked up, for he had two white ones at home. He had something to tell. A child must be led to talk. He will not, he cannot, talk, unless given something to talk about; something which will permit him to be unrestrained in his expression, because he is not trying to think of his facts.

Make the Boy Talk.

Plan your conversations from a deep and intimate knowledge of the locality. The fairy story will appeal to one little fellow, while the animals on the farm or the pets at home are subjects teaming with interest to many children because of personal experiences.

A teacher should carefully plan her conversations, making a list of the main points to be emphasized. She should use suggestive questions so that the children's remarks may closely relate to the subject. If the topic selected be "picnics," the children's thoughts should be guided to getting ready for the fun, the trip to the woods, how the day is spent, and the returu; thus we have the events in order and sequence.

Having carefully chosen her subject, the important point for the teacher is the manner of introduction. This is the crucial moment. Opening questions to be avoided are those which call only for hand-raising, as, "How many have kittens at home?" Rather, ask Mary if she played with her kitten before coming to school this morning, or tell some anecdote; or again, read the poem, "I Love Little Pussy," and ask a few questions in regard to it. Soon your pupils will talk of the pet cat at home. Then conversations, based on the outline study of the cat, in McMurry's "How to Study," may be successfully carried on. A baseball conversation may be introduced by inquiring for the score of the last game.

Introducing a Story.

The introduction must be calculated to excite active participation in the exercises. A conversation on the Rabbit was introduced by reading the following poem called "Ned's Bunny":

"Would you like to hear about my Bunny,
And his little ways so funny?
First of all, then, you must know,
He has a coat as white as snow.
Staring eyes of pink, so pale,
And a tiny, dumpy tail;
He runs about the nursery floor,
The chairs and tables clambers o'er,
And nestles down upon my lap,
Beside the cat to take a nap."

Ask these questions: Describes Ned's bunny. How does bunny spend his time? Where does Ned keep his bunny sometimes? What does he do there? What other pet is in the same place? Tell the story of Ned's bunny in your own words. Then comes a description of a rabbit through questions. The rabbit has become an old friend, for we knew him as one of "Hiawatha's brothers." We laugh over "Bre'r Rabbit," and I later introduce the children to "Molly Cotton-Tail." This form of oral English gives us a knowledge of the children's errors and difficulties of expression. These should be noted for correction and drill. The teacher may quietly substitute the correct expression, the child repeating the sentence. But one must not check the flow of conversation. The object is to let the pupils talk; their exercises must not be formalized; no spirit of restraint or self-consciousness should be felt. The "circus" makes a delightful topic for a fifteen-minute conversation. On returning to school, after a holiday for this great occasion, the children upon greeting me, asked if I had seen the "show." When I replied in the negative, every child was ready to tell me what he had seen, and to let me know what I had missed. How eagerly they talked of the animals, the clowns and the wonderful feats. The bell rang for school to open, but no one heard it; the children were talking freely, and I let them talk, each in his turu. When a vivid picture of the circus had thus been given, I suggested that we turn to the day's work. We had experienced a delightful language lesson.

A List of Subjects for Conversation.

The following list of subjects for conversation is given: My pigeons, dogs, swimming, rabbits, squirrels, other animals, selling newspapers, running errands, on the way to school, chief occupations of the community, the last holiday, good food, what I like to do, etc.

This work may be correlated with nature work, geography, and history. The best exercises I have ever seen, on Washington's birthday, in a third grade, were the result of the month's conversation lessons. They gave evidence of clear knowledge, good expression, and personality developed in this way.

II.—PICTURE WORK.

Children love pictures. Beaming eyes, and expressions of delight, all testify to this pleasure. Pictures may be most effectively used in language work. We show a large picture, in full view of the whole class. The teacher has previously made out a list of suggestive questions. She asks these to arouse the children. Let them tell what they see. Lead them to talk freely and guide their thought; give the correct expression when needed. Let the pupils describe the picture in complete sentences. Soon this habit will be formed. The picture, itself, is of the first importance; then freedom of expression should be sought. What a good time the children have giving these descriptive sentences. Soon their imaginations are kiudled, and they desire to name the picture, and each child is ready to contribute a sentence which may be woven into a little story. After this has been done, one child may come to the front and tell the whole story, uniuterrupted.

The first year's work consists of this oral treatment of every picture, descriptive and imaginative. Later, the oral work should be followed by the teacher writing on the board sentences descriptive of the picture, contributed by the pupils. In this same way a little story of a few sentences may be placed on the blackboard, to be copied, carefully, in language note-books, by the children later during the day. One child should read the story from his book to the class. Sometimes these sentences are given in response to suggestive questions; sometimes one child more happily expresses himself than another; thus together, teacher and pupils, arrange the little story.

In the second year these same suggestions should be

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Observer. His verses promptly commanded the praise of readers throughout the State, and he was unanimously awarded the Patterson Cup for the best literary productions of the year. Soon he published his first volume entitled, "Songs Merry and Sad.'

* * *

THE OPEN FIRE.

'Tis the crumble of footfalls soft in the snow,
The crunch, crunch, crunch, where the embers glow.
'Tis the flutter of snow winds, stirring the trees;
The murmur of distant, beckoning seas.
Whatever the heart of a man may desire,
He sees or he hears in the winter night's fire.

Alas, for the flickering dreams that flare
One moment, and pass to the upper air!
But the darker the night the brighter the gleam,
And the sadder the heart the gladder the dream.
The lonelier he who may muse at the fire,
The sweeter his vision of all his desire.

Alas, for gray ashes and smoke that is fled,
As soul flees from body when dreams all are dead!
But between the wing'd smoke and the bed of gray ashes,
Life mounting on death, the eager flame flashes.
And upward untiring doth climb and aspire—
Man's emblem and nature's—the winter night's fire.

CONVERSATION AND PICTURES IN PRIMARY LANGUAGE TEACHING.

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followed. But the work soon becomes more advanced. The pupils still have the oral work, but they are able to write their own description. Many delightful stories are told about a picture, each child coming to the front to talk to the class. Now, the pupils are ready to write their own stories, limited to ten sentences, or less. The teacher writes on the board the difficult words needed. She may go up and down the aisles, as the work progresses, giving occasionally help in spelling. The final work is for each child to bring his own picture and write his story from this. These stories should be preserved in booklet form, the picture mounted on the cover. This makes splendid exhibit work. These stories give the child's imagination free play. He learns to express himself in complete sentences, and as the work advances in the third grade, previous lessons in capitalization, punctuation, paragraphing, etc., may be applied to the picture stories. Success in spelling lessons is here tested. Interest is very keen, self-reliance is developed, and drill gives its reward in neat, careful work. The following outline was made when using Millet's "Feeding Her Birds":

(1) The family—members, names, where they are.

(2) Mid-day meal—why they have come out, what the mother is holding, the children eagerly looking at the spoon.

(3) Father's work—what the father is doing, why he works hard, why the picture is thus named.

Description of the children and the mother, politeness of each child home, why there was only one bowl. The description of the picture was written. The story woven from the children's sentences was copied on the board. In the third grade the children may not only write their own stories, but the picture of Millet should be shown, and something of the peasant artist's life may be learned.

These pictures may be used:

Feeding Her Birds—Millet.
The First Step—Millet.
The Angelus—Millet.
Saved—Landeur.
The Little Sister—Von Bremen.
Song of the Lark—Breton.
Helping Mother—Clark.
Who'll Buy a Rabbit?—Von Bremen.
The Balloon—Julian Dupree.
Lost—Schenk.
Contented Flock—Bonheur.
Baby Stuart—Van Dyck.

Several Madonnas and famous pictures of Christ's life may be used; also pictures brought by the pupils.

A STUDY OF THE GREAT EDUCATIONAL CLASSICS.

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power, is the best and most just, and the tyrant is the most unjust, and therefore most miserable and his rule is the most tyrannical. Plato seems to think that this is sufficient proof that justice is more advantageous than injustice, but for fear that his assistants in the discourse are not yet persuaded, he adds another proof.

Relative to the three parts of the soul above-mentioned are the pleasures derived from learning, ambition, and the appetites. The philosopher, who on account of his experience, prudence, and reason, is the best judge, commends his own life as being the best and happiest. Therefore, it is best. The just thus surpass the unjust in pleasure, decorum, beauty, and virtue, and always keep the other parts of the soul in subjection to the reason.

Plato is loath to close the discussion without emphasizing the great evil caused by imitative literature, such as tragedy and comedy, which present to the public such feelings and actions as man in his private life would desire to conceal from others.

Belief in a Future State.

In conclusion, he says that the greatest prize of virtue and the rewards laid up for her, belong to some future State; for this whole period from infancy to old age is but little in respect to the whole. The strange and beautiful story of Erus, the son of Armenius, who like Lazarus was allowed to return to earth, after having caught a vision of the great unknown, but unlike Lazarus tells his story, finally convinces his friends that justice is indeed more profitable than injustice.

Be content with your lot, but always fitting yourself for something better and something higher. Do not despise what you are. Be satisfied for the time, not grumbling and finding fault. If you want to get higher, to a better position, only cheerful perseverance wil help you there; grumbling will not help you an inch. Your future depends almost entirely on yourself, and is what you like to make it. Do the work yourself. Don't wait for friends to use their influence in your behalf. Don't depend on the help of others—Donald A Smith, now Lord Strathcona.

There is nothing in all the world so important as children, nothing so interesting. If you ever wish to go in for some form of philanthropy, if ever you wish to be of any real use in the world, do something for children. If ever you yearn to be wise, study children. If the great army of philanthropists ever exterminate sin and pestilence, ever work out our race salvation, itw ill be because a little chlld has led.—David Starr Jordan.

AGRICULTURAL WORK AT OLNEY HIGH SCHOOL

David H. Brown, George, N. C., in The Progressive Farmer.

During the first two months our agricuural class did most of its work out of doors. One of the first things we did, and one that proved to be very helpful and interesting, too, was a week spent in the study of corn, stress being laid especially on the selecting of good seed. Each boy was told to go into a corn field at his home and get a stalk as near his ideal as possible. They did so, and next day they brought to class the stalks which they considered the nearest to the desired type.

We next devoted some time to the study of the different kinds of soils. After going into two or three neighboring fields, and testing the texture of the soils in them, we were ready for an experiment to show the capillary rise of water in soils. We did this experiment by taking three lamp chimneys, and in one we put clay, in another sand, and in the other loam. We then placed them in a pan of water to determine in which soil the water would rise the fastest. This work the students found very interesting.

The next work that was taken up was a three-weeks' drill in that "Practical Arithmetic" gotten out by Drs. Stevens and Butler. I am going to take this opportunity to say that I think this arithmetic ought to be in every rural school in the country.

The feeding of live stock in a scientific way was the next work to which we gave our attetnion. Every pupil in the class learned how to work out a balanced ration, having in mind, too, whether it was for a dairy cow or a beef cow, a work horse or a driving horse. Every one of the boys seemed to enjoy this work.

The fertilizer question is getting to be a serious one. Therefore I felt that I would not be doing my class justice unless I gave them a week or two studying fertilizers. Some of the boys could hardly believe that there were only 4 pounds each of nitrogen and potash, and 16 pounds of phosphate in a bag of 8—2—2 fertilizer. The boys were taught how to work out their own fertilizer formulas for particular kinds of soils and crops. I don't believe one boy in the class bought any cheap grade, ready-mixed fertilizer this year. I believed all of them bought cottonseed meal, potash, phosphate and nitrate of soda and did their own mixing at home.

If I may be allowed to drift from the subject, for a moment I will tell of an experiment with fertilizer at our home this year. We mixed a fertilizer, using 1,200 pounds of 16 per cent potash, 500 pounds of cottonseed meal, 200 pounds of potash, and 100 pounds of nitrate of soda to make a ton. We also bought a bag of 8—4—4 fertilizer costing at the rate of $33 a ton. Our home mixture didn't cost more than $24 a ton. We put out this bag of 8—4—4 in sixteen rows right between our mixture and put the same amount to the acre (400 pounds), and we could tell almost half across a six-acre cotton field where our home mixture stopped and where the 8—4—4 began. It is needless to say which was the best.

Through all winter months we used a text-book. "Elements of Agriculture," by G. F. Warren of Cornell University. By the time we were through with it we were ready to begin work, preparing a plat of ground for school gardens and plat for an ear-row corn test. We had only one-fourth of an acre for the school gardens and the corn test, too. So we divided this in half, taking one side for the gardens and the other side for the corn. We first covered the plat with stable manure, then broke it about four inches deep (as deep as we could well, then), cut it both ways with a cutaway harrow, and then harrowed it both ways with good smoothing harrow. About two weeks from then we broke it again, going this time about eight inches deep, and after putting woods-mold over it at the rate of 75 loads to the acre, we cut it again, both cross-ways and lengthways, and also harrowed it both ways. It was by this time in almost perfect condition. We let it stay in this condition until we were ready to plant our corn, which was the 3rd of May. We had ten rows thirty feet long and four feet wide. Each boy's row was numbered the same as his ear of corn. That is, ear No. 1 was planted in row No. 1, and so on. Every row had the same amount of fertilizer (at the rate of 800 pounds to the acre); each row was thinned to the same number of stalks (80 to the row). Every row was cultivated the same, and yet there was a great difference in some rows. Some rows were decidedly better than others.

I have not said anything about the school gardens, because I did not have charge of them myself, but the teacher who did will probably not mind if I say that she had about thirty prosperous little gardens owned and worked by a set of enthusiastic little children.

What I tried to show to the boys in my class last year was the proper preparation of the seed-bed, the careful selection of seed and shallow but thorough cultivation of the crop.

TEACHING CHILDREN HOW TO WRITE

By W. K. Tate, Supervisor of Elementary Rural Schools of South Carolina.

(Selected from Teachers' Manual of the Elementary Schools of South Carolina.)

1.—Copying.

The pupil normally finds his first training in the correct writing of his language through copying sentences in his writing exercises, or in the seat work assigned in reading. In this way he learns easily the use of capital letters, periods, and question marks. Even in the third grade it is a profitable exercise to have the pupil copy in his best writing a selected paragraph from his reader. Nothing less than his very best work should be accepted. The pupil should read the sentence carefully, close his book and make his copy. He should then open his book and see if his copy is in exact agreement with the original in words, spelling, and punctuation. This exercise trains him in self-criticism and is a preparation for dictation, the next step in his training.

2.—Dictation.

An exercise in dictation is as simple as it is valuable. A paragraph selected from the reader, or some other textbook, should be read, a sentence at a time, by the teacher or a pupil assistant. The pupil should make a copy in his best handwriting, then open the book from which the selection was taken, make a careful comparison, and

correct his errors in spelling and puctuation. In this way, he learns to connect the written expression with the oral and puts on his paper the punctuation already indicated by the voice in reading.

3.—Letters.

Letter writing forms the larger part of our written English. After learning to write, one of the proudest moments of a child's life is when he writes a letter to some relative or friend. The teacher should utilize this impulse of the pupil for teaching him to write simple letters in correct forms. It will add zest and interest to the exercise if the letters written in school are actually sent through the mail.

4.—Written Reproduction of Stories.

In the third grade, the pupil should begin to reproduce in writing some of the stories he tells best orally. This exercise should not be made burdensome. One or two stories each month will be sufficient.

5.—Composition Writing.

In selecting the subjects for more formal compositions, the teacher should choose those which relate directly to the pupil's tastes and interests. He should write because "he has something to say," and not because "he has to say something." In the correction of the composition the teacher should emphasize one thing at a time. If the class has some difficulty in recognizing the beginning and the end of a sentence, and strings out expressions separated by commas, or "ands," she should for a time neglect other mistakes in composition and address herself to this one task till the error is corrected and the pupil habitually divides his paragraphs into sentences, and begins each with a capital and closes it with the proper punctuation. She may then attack another class of errors.

WAKE UP THAT HISTORY CLASS.

(1) Ask the pupils to name the greatest American. Let them consult their parents before deciding. The answers will be various; Clay, Webster, Lincoln, Jefferson, Hamilton, Jackson, and others, will probably be named. (For obvious reasons it may be well to rule out Washington from the list.)

Ask each to give a reason for his choice, and the paucity of the pupils' knowledge concerning their several heroes will be painfully evident. Encourage each to make a special study of the one chosen; take a personal interest in the research by pointing out books that will be helpful; after a few weeks have a free-for-all debate in which each one may extol the good qualities of his favorite. If there are not enough books on biography in the library, some of the parents will cheerfully buy them. If a boy is interested in a certain historical character as his ideal man, and his father's suggestion has biased his choice, the father will help him to get the book from which to get material to use in his argument on the day of the debate.

(2) Make proclamation that on a certain day a week or two ahead an examination will be held on some specific topic, such as Slavery, The Acquisition of Territory, Arnold's Treason, Development of Means of Travel, The War With Spain. Encourage study of the special subject by putting suitable books in reach of the pupils. When examination day comes, let it be partly written and partly oral.

(3) Give a description of some despotism, such as Russia or Turkey—arbitrary arrests, no free speech, nor free press, a State religion, etc., and ask why our government is better than such a despotism. After a week to think about it, with a few references to it meanwhile as a stimulus to reading and thinking, have a general response from all who have answers to give.

In these exercises there should be no compulsion, nor driving. Let the incentive come from within rather than from without. The mastery of the regular lessons furnishes enough of task-setting—sometimes too much. This work should be voluntary. There will, of course, be wide differences in the results, but that is a matter of small moment. Do not expect a dead level of uniform excellence, for if you do, you will be, and ought to be, disappointed.

(4) History matches may be arranged as follows: Let each pupil write out about a dozen questions on subjects passed over; they should be chiefly of the who, when, what, or where variety, but if framed so as to admit of brief answers the why quetsions may also be used. These lists are submitted to the teacher for approval. Let the pupils select leaders and "choose up" as in the old-fashioned spelling match; the questions should be read by the teacher and the game should proceed after the usual methods of conducting a spelling match.—American Journal of Education.

"IF."

By Rudyard Kipling.

If you can keep your head when all about you
  Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
  But make allowances for their doubting, too;
If you can wait and not be tired by waiting,
  Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
  And yet don't look too good, nor talk too wise.

If you can dream—and not make dreams your master;
  If you can think—and not make thoughts your aim;
If you can meet with Triumph and Disaster
  And treat these two imposters just the same;
If you can bear to hear the truth you've spoken
  Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to, broken,
  And stoop and build them up with worn-out tools;

If you can make one heap of all your winnings,
  And risk it on one turn of pitch-and-toss,
And lose and start again at your beginnings,
  And never breathe a word about your loss;
If you can force your heart and nerve and sinew
  To serve your turn long after they are gone,
And so hold on when there is nothing in you
  Except the Will, which says to them, "Hold on!"

If you can talk with crowds and keep your virtue,
  Or walk with kings—nor lose the common touch;
If neither foes nor loving friends can hurt you;
  If all men count with you, but none too much;
If you can fill the unforgiving minute
  With sixty seconds' worth of distance run,
Yours is the earth and everything that's in it;
  And—which is more—you'll be a Man, my son.

Current Events

By C. B. West, Trinity Park School.

THE YEAR 1911.

To the student of history the year 1911 presents many things of interest. Events of national and international importance have taken place. The year has been full of epoch-making situations and pregnant with significant conditions. On the one hand, we find a development of the movement for world-wide peace, by means of arbitration; on the other we see wars, insurrections and revolutions. Altogether, there seems to be an out-cropping of that inherent desire in people for a better political organization, for a superior social strncture and for a widening of the field of individual activity. In fact, so many things have occurred that it will be impossible to treat more than a limited number in a paper of this length.

RECENT PROGRESS IN AVIATION.

Calbraith P. Rogers, on November 5th, practically completed at Los Angeles his long journey of 3,220 miles across the continent. This eventful trip offered many obstacles and consumed about fifty days. The journey could have been made by trains in one-tenth the time, but the remarkable thing is, that it was not made by train but by means of an airship; and it took all the hardihood of the old-time American pioneers to accomplish this modern feat. Incidentally Rogers made a world's record for long distance by aeroplane and showed how much long distance flying may be done by avoiding such fancy performances as exhibition "spirals" and "dips."

At Kitty Haw, N. C., the Wright brothers have evolved a glider—a motionless aeroplane—that has enabled Orville Wright to remain aloft for almost ten minutes in the face of a forty mile gale. These pioneers of aviation, after a good deal of quiet and diligent labor, seem again to have achieved an epoch-making triumph. They have apparently solved the problem of remaining in the air indefinitely, even without a motor, provided there is sufficient supporting wind. As a further step in the conquest of the air, the Wrights believe that, man in time, will develop his now dormant "bird sense," which will enable him to maneuver about at will, guarding against and taking advantage of all unseen air currents.

Military aviation is also rapidly advancing. A squad of monoplanes and biplanes went with the Italian expedition to Tripli. bombs were dropped from the air into Turkish camps, and some aerial scouting was done to advantage. The Italian Government is counting on the further use of flying machines for the future prosecution of war.

THE REVOLUTION IN CHINA.

It is rather a difficult problem to determine the real cause for the disaffection in the Chinese Empire. One reason is assuredly the national feeling aroused by the forced loans from foreigners in the purchase of bonds, which patriotic Chinese regard as nothing less than a selling of the country. The obvious purpose, from the English, French, German, or American viewpoint, in the purchase of these bonds, is to secure an interest in Chinese railroads and mines. From the standpoint of the motive, it is nothing less than an infringement upon rights peculiarly his own, for in many ways by service and personal subscriptions he has helped to build up these institutions.

Again, any one who has read the story of the Opium War, one of the most disgraceful chapters in the history of England, knows how manfully the Chinese Government struggled against the introduction of opium by the East India Company until borne down by British armies, and one cannot help but sympathize with the people in their dissatisfaction caused by the continuance of this traffic. One of the chief demands of the revolutionists is the immediate and total extirpation of the curse. Besides there is a sort of general unrest caused by a deep hatred of the Manchu emperors and the officials, who have wielded power nearly three centuries.

What the final outcome of the revolution is to be cannot be predicted at the present time. Every day brings new events; every hour is teeming with possibilities.

TROUBLE OVER TRIPOLI.

On account of the war over Tripoli Italy has been condemned, for the reasons she has given are not considered to be sufficient to account for the steps she has taken. The only explanation that is feasible is an agricultural one—a desire to extend her arable possessions. Italy's action is not unlike that of other great nations which are criticising her. Great Britain, in her occupation of the Nile valley, even though she declared that the usurpation would be temporary, is not immune from the charges against Italy; France protested that she had no intention of occupying Algeria, Tunis or Morocco; Spain is trying to get hold of the Morocco soil within her reach; and German warships are anchored in the harbor of Agadir. For that matter the Turks themselves have only shadowy claims to Tripoli. The movement on Italy's part then is nothing less than a desire for a greater Italy, which, if successful, may turn part of the 200,000 Italians, who annually emigrate to the United States and the 100,000 who annually pour into Argentina, to the opposite side of the Mediterranean, where they can find new homes.

THE SITUATION IN MEXICO.

The people of the United States are very much interested in the political activities in Mexico at this time, because of its nearness as a geographical neighbor and because of the tremendous financial interest of many American citizens depending upon the situation. We desire a strong, stable government, and in the Mexican gentleman of fortune and education, who is a graduate of the Massachusetts Institute of Technology, the country seems to have found a strong, resourceful leader. Madero is generally credited with a high-minded and patriotic purpose, and he has proven it by his actions.

Madero wishes to introduce a popular government modelled upon the American plan. Such a State the Mexican people have never had and the great question before them and their new leaders is whether they are capable of it One great difficulty in the way of Madero's plan is that of his friends. His enemies are being successfully disposed of, but the body of lawless men, who aided him, hoping to improve their former situation, remain and will serve as a hindrance and an embarrassment, even if they do not prove to be an actual evil. Another difficulty is the inexperience of the Mexican people in political matters. From the beginning in the United States our system of government was within the grasp of the people, for it was their own creation. In Mexico the government has had a wholly different history, and the people have entirely contradictory traditions. A large part of the population would be considered unfit to vote even by our suffrage standards. A lack of political training

then is going to be a great drawback to this phase of Madero's plan. No matter, though, how visionary may seem the scheme for political reform, the fact remains that there is a strong man at the head of Mexican affairs—one who seems to be deeply consecrated to his work and amply capable of performing the duties that may fall upon him. The people have been re-awakened to the possibilities before them, to the power that can be in their grasp, and we cannot help but feel that something of importance must come from the present situation.

ACHIEVEMENTS OF CONGRESS.

In summing up the events for the year 1911, we cannot leave out some of the things accomplished by the long extra session of Congress, called primarily to approve the reciprocity pact with Canada. The pact was duly passed by the American "body of Solons," only to have the mortification and embarrassment of seeing it refused by the second party—a thing hardly conceived of, yet one that leaves us nothing but the sour grape consolation that comes in cases of humiliation.

In addition this session made a surprising record by passing a resolution providing for an amendment to to the Constitution to elect Senators by a direct vote of the people; it passed a free list bill; revised the wool, cotton and chemical schedules; adopted the New Mexico and Arizona Statehood resolution; sanctioned a bill requiring publicity before and after elections, referring especially to the election of Senators and Representatives to Congress, in regard to the money spent by them or for them in securing the nomination and office; reduced the running expenses of the House 25 per cent, thereby saving about $180,000; and most important of all, took the appointment of the committees out of the hands of the Speaker, thus making the body more democratic.

THE APPALACHIAN PARK.

Several months ago Congress passed a bill making provision for the establishment of a forest reserve in the Appalachian Mountains. The object was to check the timber destruction, preserve the forests, and to control as far as possible the water supply of the rivers that have their resources in the mountains. Acting under the provisions of this law, the Government has taken a step in the right direction by the purchase in Western North Carolina of a large tract of land containing about 20,000 acres at the head of the Catawba River as the reservation. This is the first step toward the preservation of the forests of the Appalachian Mountains.

AGRICULTURAL PROSPERITY.

The past year has been remarkable as a great crop-producing year. The South will raise over 15,000,000 bales of cotton. So great is the cotton crop that it has been difficult to house it and of course the price has gone down as the size of the crop has gone up. The corn crop likewise is great, and in this connection it is interesting to note that in the South Atlantic Corn Show held at Columbia, S. C., North Carolina carried off the honors. Mr. J. W. Lewis, of Boomer, Wilkes County, won the first prize for the best fifty ears. His son, Charles Lewis, exhibited the best ear of corn in the Boys' Contest. Mr. T. C. Goodwin, of Apex, had the grand championship ear of the entire show in both men and boys' classes. North Carolina exhibitors won hundreds of dollars in prizes this year, and out of five championship classes, North Carolina won three.

THE PANAMA CANAL.

The world will soon be introduced to the great Panama Canal and vessels will pass from the Atlantic to the Pacific through this modern day wonder. As early as 1520 such a canal was discussed, and two centuries ago plans and drawings were made by the Dutch for its construction. However, nothing was done until Ferdinand de Lesseps called a congress of nations at Paris in 1879 to discuss the possibility of cutting through the isthmus. A concession was bought in 1881 and the first force of workers was landed at Colon. Work continued until 1888, when the company failed. In 1903 the United States purchased the rights and properties of the company for $40,000,000. The State of Panama seceded from Colombia and established the republic of Panama in 1903. This new republic sold to the United States a strip of territory ten miles wide, extending across the isthmus. This transaction was completed in May, 1904, and the United States began at once to build this great water-way. Work has been progressing with considerable force over seven years, and it is expected that the canal will be completed within less than two years and the event will be celebrated by the great World's Exposition at San Francisco.

A MONUMENT TO THE WOMEN OF THE CONFEDERACY.

It has been the hope of the Confederate veterans to see erected in the Capitol Square at Raleigh a fitting monument to the women of the Confederacy. The General Assembly of North Carolina has authorized the erection of such a monument, but the funds for its erection have been lacking. Mr. Ashley Horne, a wealthy farmer and manufacturer of Clayton, N. C., recently announced that if others did not care to contribute to this memorial, he would erect the monument himself and he announced as his first gift the sum of $10,000. The monument to the women of North Carolina, who showed extraordinary bravery and loyalty during the War Between the States, is assured.

A CONGRESS OF INDIANS.

This is an age of organization. Recently there was held in Columbus, Ohio, the first annual Congress of the American Indian Association. About one hundred and fifty of the educated leaders of the various tribes and reservations from the different parts of the country were present. They discussed various phases of tribal life in its relation to the Federal Government. Educated Indian men and women, graduates from Government schools, and Indians generally, held to be the leaders of their people took part in the proceedings.

A STATUE OF WILLIAM CULLEN BRYANT.

Several years ago the city of New York named in honor of William Cullen Bryant the park in which now stands the new public library. The Century Association, of which he was president, has now completed a memorial of him and erected in this park a satue of the poet. It was unveiled the last of October. An address on Bryant and the influence of his literature was delivered by Dr. Henry Van Dyke.

THE PEACE MOVEMENT.

Although war is waging on the outskirts of civilization the sentiment in favor of universal peace is greater than it has ever been at any previous time in the history of the world. More progress in providing for the maintenance of peace among the nations has been made during the last twelve years than at any time since the dawn of history. President Taft in a recent article writes: "I say boldly that what I look forward to is nothing less than a court of the nations to whose conscientious and impartial judgment people shall submit their disputes." War to-day does not afford as bright prospects as it once did. It falls heaviest on the working class. The laborer is now better educated, and if the question of war with any nation should be submitted to the vote of the laboring world, it could not hold unless the cause should be startling in its nature. Peace societies are now organized in every State, and peace days are observed by school children all over the country. President Taft's prophecy will yet come true.

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The old garment is somewhat patched up, beloved. But there are sections of it all wool and a yard wide.

The proceedings of the last Teachers' Assembly should make a valuable teachers' manual, and all teachers should possess a copy.

No one is thinking of establishing a school for blacksmiths or hack-drivers. Funny that teachers will try to embellish a speech with such phrases.

No, Mary, Raleigh has other attractions besides the auditorium. She is just a little proud of it because it is the best in the State. That is why Raleighites talked about it so.

Many city superintendents said that they had cut the number of recitations in the high school down from six and seven a day to four; and the pupils are doing much better work.

That was a splendid tribute the County Superintendents paid to Hon. J. Y. Joyner when they presented him a gold-headed cane. They believe in him. So do the teachers of North Carolina.

Superintendent S. M. Brinson, of Craven County, made the Farm Life School stand out prominently before the superintendents. He is right. It has great possibilities. Blessed is the man who has wisdom in his day and generation.

We are publishing elsewhere an article, "Agricultural Work at Olney High School." Teachers would do well to ponder over some of the suggestions in this article. Now is the time to begin preparation for teaching agriculture in the spring.

A great deal is being said in certain quarters against the Farm Life School. But what do you think of this? The Milwaukee County School of Agriculture is being erected at a cost of $200,000. At present eight buildings are in course of construction, including administration, horticulture, agronomy, animal husbandry, engineering, dormitory, superintendent's residence, heating plant, barns, and live-stock judging pavilion. The old conservative State of North Carolina is slow to spend $25,000 on a County Farm Life School. But we will come to like the plan.

SUPERINTENDENT CARROLL G. PEARSE.

No visiting teacher has made a finer impression than Superintendent Carroll G. Pearse, of Milwaukee, the President of the National Education Association. In discussing high school organization in particular and city school organization in general, he was clear in his statements and strong in his conclusions. He speaks convincingly, and one is readily impressed that he is an expert school man. The high school is, just at this time, attracting more attention than any other part of our school system. It was fortunate, therefore, that Mr. Pearse could spend so much time with the City Superintendents. We are just now in a transition stage, and it was worth much to have a man to counsel with whose wisdom is so apparent.

THE NEW SUPERINTENDENT OF THE DURHAM SCHOOLS.

The day after Mr. W. D. Carmichael tendered his resignation as Superintendent of the Durham Schools, Mr. Ernest J. Green, the Principal of the High School, was elected to succeed him. Mr. Green hardly knew of the vacancy before he was notified of his election to the Superintendency. This is merely on testimonial of the confidence of the Board of Trustees in his ability to succeed one of the best City Superintendents that the North Carolina schools have produced.

Mr. Green entered the Durham schools as a teacher in 1897; the same year that Mr. Carmichael entered. He had just graduated with honors from Trinity College, and for fourteen years he has been identified with the progress of the schools.

Durham has a way of training her own men. Not since the first superintendent, Mr. Kennedy, was elected in the 80's, has the Board goue outside for a superintendent, and the success of the Durham schools proves the wisdom of the policy. Mr. Green is a native of Durham. He has the confidence of the teachers and the patrons, and the Durham schools will continue in their progress.

MR. WILLIAM D. CARMICHAEL.

Mr. W. D. Carmichael, who has been Superintendent of the Durham City Schools for the past six years, resigned his position on January 1st to accept a position with Liggett & Myers Tobacco Company. Mr. Carmichael entered the teaching profession in 1897, and his first work was in the Durham schools as teacher of English in the High School. He served under Mr. C. W. Toms, Mr. W. W. Flowers, and Mr. J. A. Matheson, and when the latter superintendent resigned six years ago on account

of his health, Mr. Carmichael became superintendent. He had rare training, such as few superintendents have had, and when the responsibility of the entire school system was placed upon him, it at once felt the touch of a master, and the Durham schools have made such progress under his superintendency as to win the confidence of the rapidly growing city of Durbam and to attract attention of school men from a distance. But it was precisely the qualities that he as a superintendent possessed that made the newly-organized tobacco company seek his services.

Business organizations seek the strongest executives. Technical training is a small matter in comparison with those attributes that make a man a great organizer and a leader of men. Business has the habit of going on the market for real men, and this time it taxed heavily the teaching profession of North Carolina, since few men in the State have rendered a greater service to education.

But this is not an obituary. It is only an appreciation of the work of a friend, who carries his splendid talents into a business that will place his family above want and give himself an opportunity to touch the great throbbing world of business.

THE GRAMMAR GRADE TEACHERS ORGANIZE.

During the recent meeting of the North Carolina Teachers' Assembly the grammar grade teachers in attendance organized an association by adopting a constitution and electing the following officers: President, Miss Irma Carraway, of Raleigh; First Vice-President, Miss Dora Day, of Albemarle; Second Vice-President, Miss Melville Jeffries, of Durham; Third Vice-President, Miss Nell Armfield, of Statesville; Secretary-Treasurer, Miss Mamie Griffen, of Murphy.

The need for an organization to promote the interests of the grammar grade teachers was strongly felt, and the large number of tbese teachers present joined enthusiastically in the movement. Many of the leaders of the North Carolina Teachers' Assembly have expressed great satisfaction in seeing this much-felt need supplied, and predict that this new organization is soon to be an important factor in the cause of education in our State.

The first step in bringing this to pass is to enroll a full membership of the grammar grade teachers of North Carolina. All persons engaged in teaching classes above the third grade and below the high school supervisors of this same work and teachers of pedagogy are eligible and may become active members upon the payment of their regular fee to the North Carolina Teachers' Assembly. All who desire to join are requested to send their names to the Secretary (Miss Mamie Griffin, Murphy, N. C.) right away—they pay their fee to the Secretary later.

Every effort is being made to have a strong, attractive program for grammar teachers during the next meeting of the North Carolina Teachers' Assembly, thus making it worth while to join and attend the meetings of the Grammar Grade Teachers' Association.

ASSOCIATION OF TEACHERS' AGENCIES.

December 15th and 16th the third annual convention of the Association of Teachers' Agencies of the South was held in Atlanta, Ga. This Association is composed of most of the prominent agencies of the South. While no effort has been made to keep the existence of the Association from the educational public, it was not ushered into existence with trumpets. In a quiet, persistent and systematic way it has worked to accomplish certain things.

Tbe object of the Association of Teachers' Agencies of the South is, "To improve the personnel of the teching profession, by eliminating from membership unworthy and incompetent teachers and by encouraging the employment of the best and most competent instructors to be had for the salary offered; to elevate the ethical standard of tbe teaching profession, insofar as possible, by discouraging non-professional conduct on the part of individual members; to co-operate with each other and to work as a body in improving and in perfecting the general policy of agencies so that the highest good and greatest benefits may accrue to the educational systems of the South."

The Association has already accomplished much toward the attainment of its purposes, and no doubt will accomplish much more.

EDUCATIONAL PLATFORM OF THE FARMERS' UNION.

The Farmers' Union has a good educational platform. Read it, ye timid of the earth. There are ten recommendations of the Committee on Education which were adopted, as follows:

"(1) That the campaign for the Farm Life School, the improvement of the elementary schools, and the agricultural instruction in the elementary schools be vigorously pushed.

"(2) That in the campaign for the Farm Life Schools a few counties be selected, one at a time, in which the condition after investigation, seems favorable, and the need great, and that our efforts and forces be concentrated on one at a time, and a thorough organization and a thorough campaign of education for the dissemination of information among the people be inaugurated and vigorously carried on through the local union, the local press, bulletins, circular letters and speakers, concluding with ordering the election when the time and public sentiment seem ripe, and closing with a whirlwind campaign just before this. Of course, such concentration upon one county at a time would not interfere with the continuance of a general campaign for the cultivation of public sentiment for Farm Life Schools and agricultural education in the State at large.

"(3) That the Education Committee be authorized to act also as a Farm Life School Campaign Committee of which the President of the Farmers' Union shall be ex-officio chairman, co-operating with the State and County Departments of Education in the direction of the campaign work for these schools, in the preparation of systematic plans therefor.

"(4) That the Farmers' Union strongly recommends an increase in the State appropriations for elementary schools by the next General Assembly sufficient to provide a minimum school term of at least five months, and, if possible, six months in every school district of the State, and further recommends an increase in the salaries of elementary public school teachers."

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LESSON IV.---COLGROVE, CHAPTERS XII---XIII; HUGHES, CHAPTER II.

By E. C. Brooks, Trinity College, Durham.

CHAPTER XII.

THE DAILY PROGRAM.

How many daily recitations do you have? This is a question that every teacher must answer. How many daily recitations does each pupil have? When these two questions are answered, the teacher has given an outline of her daily work. The length of the school term and the school day is fixed by law, but the time devoted to each recitation and the amount of work that pupils shall do are in the hands of the teacher.

Study carefully the division of time on page 178-179. According to this your school day should be divided as follows:

Forty per cent to language, which includes reading, spelling, writing, language, and grammar.

Fifteen per cent to arithmetic.

Twelve per cent to science, which includes nature study, gesography, and physiology.

Ten per cent to history.

Eight per cent to music and drawing.

Fifteen per cent to general exercises.

Study your program and see whether it accords with this schedule. Nearly one-half of your time should be devoted to language, and all that is included under that head. This will make an interesting comparison. After studying your program, would you agree with the author?

What studies should come first? Why? Read the succession of studies (page 179). Do you arrange your subjects according to your convenience or in accordance with the principles laid own here?

The school should provide for study periods as well as for recitation periods. The graded schools would do well to study this paragraph. Read Summary on Principles (page 181).

Why should teachers keep a daily program posted in the school-room, and why should she observe it? The reasons given by the author are good, but a better one still is this—it will cause the teacher to study her classes and lead her to see whether her time is well distributed. It is needless to say that a teacher with thirty-five to forty recitations a day has not yet made out a daily schedule.

CHAPTER XIII.

SCHOOL-ROOM AS A FACTOR IN ORGANIZATION.

This chapter deals with a subject that every teacher should study. Notice the subjects treated:

(1) **The Old Time School-House.**—Is your school of this character? Are you content with "the unsightly, poorly lighted, unventilated, badly heated, filthy structure and forbidding surroundings? There are a few such buildings in North Carolina, and every teacher should declare hostility to any such structure, or to any agency that tends to produce such a structure.

(2) The school-room should interest the community. That is, the community should be aroused to the necessity of making the school-room a decent place for the children to live.

(3) The school-room is a silent teacher of morals. Read this paragraph and ponder over the evil effects of indecent writing on the school walls.

(4-5) The relation of school hygiene to good morals and the question of health. (Pages 192-200.) Have you ever investigated the evil effects of bad air, poor seats, and uncomfortable temperature on your pupils. It is well enough to read these pages and to remark that they are sound pedagogically. The question for you to answer is, Are your pupils losing their eyesight? Is the backwardness of your pupils due to poor physical conditions? Is the disorder in the room due to bad air, poor seats, and uncomfortable temperature? Is bad writing or poor spelling due to failing eyes or failing ears? It is useless to study these principles unless they are put into practice. How many of them have you tried, or can your try?

(6, 7, 8) How are the library books preserved? What collections have you made? What are the decorations in the school? Are you provided with window curtains, broom, soap, drinking vessels, dippers, etc? Do you ever use the maps and dictionaries provided for you?

(9) Have you ever encouraged the pupils to improve the appearance of the school-room? The first essential is to have a clean school-room. Do you ever display the work of the pupils? What pictures have you hung on the walls? Do the pupils desire to see the best pictures, or do they wish to paste any old caricature on the wall?

(10) **The School Library.**—Do you know how to refer the students in history, geography, or literature to the library? Or do you simply hand out a book on demand, and give no instruction or direction about what shall be read? In the latter event you are not a complete teacher? Does the library book ever take the place of the text-book on recitation? If so, you know your business, or will soon learn it.

HUGHES' MISTAKES IN TEACHING.

CHAPTER II.

Mistakes in Discipline.

What kind of order do you have in your school? Of course you can flourish a stick over the heads of your pupils aud keep them quiet. A bully can do that. But can you look over the crowd and keep the pupils quiet without speaking? That is the test.

Have you proven to the school that you are master of the subjects you are teaching? If so, the remainder is easy. If not, it makes little difference whether you keep order or not. You have the greatest respect for

men or women who can control, who are masterful. Pupils are likewise; and they usually have contempt for a teacher as such who is not masterful.

But what does it meau to have order? Read pages 40-42. Is everybody at work? Let them alone. Do you storm at your pupils? Then your first duty is to control yourself.

Do you write up a long list of rules for pupils to obey? I hope not. If so, rub them out. Dou't make any rule until you are compelled to. It is better to have none at all. It is appareut to most pupils what they are expected to do.

Did you ever study your manner in the school-room? Read pages 44-50. How often do you speak unnecessarily to pupils? Think about it. How often do you threaten? Is your voice harsh and rasping? Sound it carefully and see really whether you would like to listen to it—that is, if you didn't possess it.

What demauds do you make of pupils? Could you carry them out if they were imposed on you?

How do you regard the school-room? Of course, pupils, as a rule, will not have a higher regard for it. Your table and desk are always neat and attractive, I suppose? You are careful about throwing trash ou the floor, I suppose? Like teacher, like pupils.

Are you just in your discipline? Not only that, are you able to convince the best pupils by your manner that you are just? One is as necessary as the other. Can you always meet your promises?

How about your own temper? Read pages 55-59. Do you ever get angry and show your temper? What is your opinion of pupils that frequently lose their temper? What is their opiuiou of you?

Why do you whip a pupil? Read pages 64-65. Is it to disgrace them publicly or to reform them? Can you point to a pupil that has been reformed by whipping? Cau't you point to many that need whipping as much to-day as the first day you applied the remedy? Then whipping for them is useless.

News and Comment About Books

NOTES AND COMMENT.

Write it 1912 now and make it a year notable in your study of books, in your reading and thinking as well as in working. Knowledge first; method afterwards.

Let this year close upon a larger and better private library thau you have now. Any time is a good time to add to your store of knowledge and to your culture whatever cau be got out of a worthy book.

Do you have your literary aud debating societies doing good work these winter and spring mouths? A fine thiug they are for developing a useful familiarity with books, indepeudeuce of thought, habits of mental aquisitiveuess, and free self-expression.

Have you read "The Story of Cotton" yet? There is a treat in store for you, if you haven't. "As an example," says Primary Education, "of the text that will successfully relate the school with the home aud iudustrial life of the people, 'The Story of Cotton' must take a high place."

Just in the nick of time for Christmas giving came Mr. Clarence Poe's book from the presses of Doubleday, Page & Company. No book this always entertaining writer has produced possesses more of real human interest or will more certainly broaden the sympathy which fortunate mankind should always feel for the unfortunate than this one, which wears the striking title of "Where Half the World is Waking Up."

How would you like to have twice a mouth a fresh text on agriculture and home-making? "School Agriculture" is a little paper edited by Willis E. Blodgett and published by the Orange Judd Company of New York for use in schools that teach agriculture, domestic science, and manual trainiug. It is packed with instructive and suggestive matter for teacher aud pupil, and is the ouly little journal of its kind that we know of. Read the advertisement on another page and get a number of copies for your boys and girls. "School Agriculture" will interest them in some very important subjects and help to wake them up to the big possibilities of farm life and home-making in the country.

BOOK NOTICES.

The High School Debate Book. By E. C. Robbins, Debate Coach at the State University of Iowa. Cloth, 229 pages. Price, $1.08, postpaid. A. C. McClurg & Co., Chicago, Ill.

This volume consists largely of actual briefs of such practical and timely subjects of debate as "The Commission Form of Municipal Government," "Municipal Ownership," "The Ship Subsidy," "Woman Suffrage," "Initiative and Referendum," and a dozen others. Magazine and book references for both sides are given. At the end a model form is given for a constitution for a literary society. Thirty pages of clear and helpful directions for debating precede the brief. It is oue of the most valuable books of its class, a real high school debate book.

Shakespeare's Romeo and Juliet. Edited with Introduction and Notes by William Strunk, Jr., Professor of English in Cornell University. Cloth, xxxv.+129 pages. Price 25 cents. Houghton Mifflin Company, Boston.

This is a handy and very tastefully made addition to the well-known Riverside Literature Series. The introduction of twenty-odd pages is a luminous and helpful expositiou, the text is in good type and conveniently arranged for study, and the notes in twenty-four pages of smaller type throw abundaut light upon the more difficult details.

Primary Speller. By Edwin S. Richards. Cloth; 130 pages. Price, 25 cents. D. C. Heath & Company, Bostou.

This book contaius work for the first four years in school. While it is first of all a spelling book, the work of the earliest years is closely correlated with reading. It is based upon the phonetic method and provides for both written and oral work as well as abundant reviews. The care with which the author has graded the lessons, chosen the vocabulary, and provided definite directions for the teacher indicates that the book will be of unusual value in school work.

Productive Farming. By Kary Cadmus Davis, Ph.D., Professor of Agronomy and Principal of the Short Courses, New Jersey College of Agriculture, University of Virginia Summer School, etc. Cloth, illustrated, 357 pages. Price, $.... J. B. Lippincott Company, Philadelphia.

This is a new text-book of agriculture fresh from the presses of the Lippincott Company. Proving true

to its name, this book emphasizes the productive and industrial side of farm life. But it is specially made to meet the needs of rural schools and of village schools below the high school, and even many, perhaps a majority, of the high schools will find this book of immense practical value in their classes. There are five parts in the plan of this book: I.—Plant Production (19 chapters); II.—Animal Production (8 chapters); III.—Animal Products; IV.—Farm Management; V. — Appendix-Reference Tables (19 pages.) The introduction is packed with stimulating suggestions that will aid in teaching the subject: arranging a schedule of study, using bulletins and exercises, and working through boys' and girls' clubs. The book is amply illustrated with illustrations that meet a definite useful purpose, and is an unusually good piece of book-making. The use of such a book as this ought to bring pleasure, enthusiasm, and profitable progress to classes studying it.

Where Half the World is Waking Up: The Old and the New in Japau, China, the Philippines, and India. Reported with Especial Reference to American Conditions. By Clarence Poe, author of "A Southerner iu Europe," "Cotton: Its Cultivation and Manufacture," and editor of The Progressive Farmer. Cloth, xviii.+273 pages, forty illustrations. Price, $1.50. Doubleday, Page & Company, Garden City and New York.

Fresh from the presses comes his new book of Oriental travel. It is more than a book of mere travel. It is a human document of tremendous vital interest. There is a lesson on every page, an appeal in every picture. The stagnation of ages looks stolidly out from these Oriental scenes, while the sympathetic chapters in which Mr. Poe gives his imprsesions are burning with the fire of philanthrophic truth. "For my part," he writes in the Foreword, "I can only claim a laborious and painstaking effort to get the facts." And having got the facts of life and conditions in China and Japan and India, what a use he has made of them for us all in a book which, taken as a whole, is one of the best Christmas sermons to be had in a long search. As a clear-minded student of the political, social, and business conditions of his own land and country, the author is able to see more than the average observer aud see more discerniugly aud understandingly what he does observe in the conditions of other countries; and as an earnest worker for the betterment of his fellow-men at home and everywhere, he has suffused his pages with a strong humau sympathy which is now bubbling with good humor, now pensive with serious thought, now sounding a battle-call for his own people, now almost crying aloud with indignant pity at the age-long woes of the downtroddeu of Oriental lands. Read this book, study its lessons, think over its teachings; it will make you a better citizen of the world aud of your own country. It ought to be added that the frontispiece is a picture of Count Okuma, ex-Premier of Japan, and that the book is dedicated in graceful terms to Ambassador Bryce. The volume contains twenty-six iuteresting chapters and thirty-oue pages of illustration, with a preface of three or four pages dated December 1, 1911, a reading of which will give a better appreciation of the pages that follow.

Education for Citizenship. By Dr. Georg Kerschensteiner. A teacher's reading circle book. Cloth, 133 pages, 75 cents. Rand, McNally & Company, Chicago, New York, London.

How can we help the many boys and girls who early enter the world of work to bridge the chasm that lies between the elementary school and a successful career in life? This question which every progressive educator and every thoughtful citizen is asking has a new and interesting answer in Dr. Georg Kerschensteiner's "Education for Citizenship," which has recently been translated for English and American readers. Dr. Kerschensteiner speaks out of a long and enviable experience as director of the public schools of Munich, where the experiment on which he bases his conclusions has been carried out with a marked degree of success. This experiment is the reformed Continuation School, now an established educational factor in many of the cities of Germany.

To emphasize the need of education for citizenship the author gives an able discussion of the State and its functious, reviewing the various efforts that have been made to link public instruction and civic training. One of the significant facts noted is that, following the success of the Coutinuation Schools in Germany, similar schools were opened in England, Scoltaud, and Wales, and a bill was introduced in the British Parliameut making attendance compulsory. Switzerland, too, has taken up the movement and Vienna has opened a Continuation School furnished with sixty workshops.

The high standing of "Education for Citizenship" in German educational circles is shown by the fact that it won for Dr. Kerschensteiner in 1901 the prize offered by the Royal Academy for the promotion of useful knowledge.

This English translation, by Mr. A. J. Pressland, was brought about through the efforts of Dr. Edwin G. Cooley, formerly Superintendent of the Public Schools of Chicago, who, under the auspices of the Commercial Club of Chicago, has recently been investigating the progress of industrial education in Europe, in the interest of education in the United States.

Trees and How to Know Them. By W. A. Lambeth, M.D., Ph.D., Professor of Field Botany in the Summer School of the University of Virginia. Cloth, 52 pages. Price, 60 cents, postpaid. B. F. Johnson Publishing Company, Richmond, Va.

This little manual is beautifully bound in dark green cloth that has a watered effect and the front cover is stamped in gold and light green. It is a useful manual, for beginners especially, in studying the principal forest trees of the South. Both analytical and dichotomous keys are provided, and glossary, index and some blank pages for notes add to the practical value and real usefulness of the normal. Study it, and double or treble your store of three-knowledge.

Kimball's Elementary English. By Lillian G. Kimball, formerly head of English Department, State Normal School, Oshkosh, Wisconsin. Cloth, 12m. Book One, 276 pages, 40 cents; Book Two, 299 pages, 60 cents. American Book Company, New York, Cincinnati, and Chicago.

Kimball's Elementary English in two volumes is designed for use in grades four to eight inclusive. It is in complete accord with the present strong tendency in education toward what is practical and useful rather than what is merely disciplinary. It makes a continual demand upon the child's powers. It requires him to take the initiative, thus helping him to become self-reliant and free. The pupil is led to a discovery of forms and principles, and then required to make conscious application of them in his own writing and speech. It presents the dictionary as a universal and valuable tool, and gives complete and progressive instruction in its use.

Rural Versus Urban: Their Conflict and Its Causes. A Study of the Conditions Affecting their Natural and Artifical Relations. By John W. Bookwalter, author of "Siberia and Central Asia." Cloth, 292 pages. Price, ——. The Knickbocker Press, New York.

The subject matter of this excellent volume was originally contained in a series of letters written by the author in the spring of 1910, while on a health-seeking tour of the Mediterranean region. The tragic history of the great nations which once flourished there suggested many of the thoughts presented. In its sixteen chapters are discussed such live current subjects as "Agricultural Towns," "Vice of Cities," "Growth of Agriculture and Cities," "Unequal

Development of Rural and Urban Interests," and "Proportionate Growth of Rural and Urban Life." The discussions are pitched upon a broad economic basis; glimpses are given, as a background, of agriculture in ancient and modern Italy and France. The elements of trade, finance, industry, and the tariff are also discussed in their bearing upon the disproportionate growth of agriculture and cities.

Patri's White Patch. By Angelo Patri, Principal in the Public Schools of New York City. Cloth, 12mo, 216 pages, with illustrations. Price, 40 cents. American Book Company, New York, Cincinuati, aud Chicago.

This story is for supplementary reading in tbe fourth and fifth years of school. In its original Italian version it has been very popular with children, and is here adequately translated for the first time for American schools. It tells of the adventures of a little boy who dreams that he is changed iuto an aut. The wonderful social organization of the ants is clearly and interestingly described; their battles, their work and play, and their insect neighbors and enemies—the bees, the wasp, the ant-lions, the caterpillars, and the grubs—are all graphically portrayed. The child who reads tbe book will not only learn what wonderful creatures ants and bees are, but will meet with wholesome instruction against cruelty to even the most insignificant forms of insect life.

Domestic Science. By Ida Hood Clark, Supervisor of Elementary Manual Training in the Public Schools of Milwaukee. School Edition. Illustrated. Cloth, 290 pages. Price, $1.00 net. Little Brown & Company, Boston.

One is at a loss to discover rhyme or reason in the helter-skelter order in which the really interesting chapters of this book have been dumped into it. For instance, between the two chapters on "Tea" and "Lemon Jelly" occur two chapters on "The Dining-Room and Serving" and "Planning a Meal." Again, sandwiched between "Jelly" and "Eggs" we find the chapter—would you believe it!—on "Combustion, Fuels and Fires," while "Vegetables" will be found thrown in between "Muffius" and "Sago and Tapioca Cream," and the crack between "Doughnuts" and the "Fireless Cooker" is puttied up with "Shortcake." Despite this want of orderly sequence, the sixty-seven chapters in the two parts form a helpful manual for the young teacher of domestic science who can map out her own plan of work. The various chapters are filled with information and detailed suggestions for actual school work in domestic science, and this work and instruction are of such practical character that they will bear fruit in the home. The book is dedicated to the American teachers and pupils who are interested in upbuilding the home.

Van Tuyl's Complete Business Arithmetic. By George H. Van Tuyl, Teacher of Business Arithmetic, High School of Commerce, New York City; formerly Teacher of Arithmetic in the Albany, N. Y., and in the Packard Commercial School, New York City. Half leather, 8vo, 432 pages. Price, $1.00. American Book Company, New York, Cincinnati, and Chicago.

In the preparation of this book the following specific objects have been kept in view: A training that leads to facility and accuracy in handling the fuudamental operations; the placing of emphasis on the fundamental principles of arithmetic rather than upon set rules for the solution of problems; clearness and fullness of explanation; and the providing of problems that have an informational value. A great many problems are provided for mental work. Many of the problems are taken from the business affairs of corporations, cities, States, and nations of the world. Many calculation tables are illustrated and applied to the solutiou of problems. There are six sets of examinations (each set consisting of a speed test and a written test) to determine the student's mastery of the subject at various stages of the work. This is a fine text-book for commercial schools and classes, or would be of constant service as a reference book to any business man.

Garner's Government in the United States—National, State, and Local. By James W. Garner, Professor of Political Science in the University of Illinois. Cloth, 12mo, 416 pages. Price, $1.00. American Book Company, New York, Cincinnati, and Chicago.

The author has given rather greater emphasis than is customarily done in textbooks of this character to what may be called the dynamics of government, that is, its actual workings, as contradistinguished from organization. Consequently such subjects as the administration of justice, the conduct of elections, the administration of the postal service, the conduct of diplomacy, the management of the public lands, the regulation of commerce, the procedure of Congress and of the State Legislatures, and various other activities of government have received more than the usual attention. Likewise, he has laid especial stress upon the activities and methods of political parties, party conventions, primaries, the conduct of political campaigns, the regulation of campaign methods, and the like. The increasing importance of citizenship has led him to devote a chapter to that subject. Each chapter is followed by brief lists of references to other books and to documentary and other illustrative material easily obtainable, as well as by a list of search questions for the student to investigate and answer.

Primary Language Lessons. By Emma Serl, Teacher, Normal Training Department, Kansas City, Mo. Cloth, 12m, 160 pages, with illustrations. Price, 35 cents. American Book Company, New York, Cincinnati, and Chicago.

The author has prepared a drill book which emphasizes the reproduction of many of the short stories curduces practice exercises to familiarize the pupils with correct forms. Beginning with simple, graduated exercises, they are continued till a general principle is inductively reached. Attention, through practice, is given to troublesome verb-forms. The autbor has written in language that the child can readily comprehend. The book is so unconventional that the Suggestions to Teachers, which follow, are all that is necessary to guide the novice in the successful use of it.

Bliss's History in the Elementary Schools. By W. F. Bliss, B.S., M.L., Dean of the Normal School and Head of the Department of History, State Normal School, San Diego, California. Cloth, 12m, 214 pages. Price, 80 cents. American Book Company, New York, Cincinnati, and Chicago.

This helpful manual for teachers provides for a complete course of study in American history for the first eight years in school. It is the result of years of experience and has been tested in many schools. It combines methods, courses of study, and bibliographies, and is equally suited to graded or ungraded schools. Among its many helpful features are: its practicability and adaptability to any conditions; its logical consistency; its vital interest to the pupils; the sense of the unity of history which it arouses in the minds of teachers and pupils; the selected, workable bibliography, containing book lists especially suitable for the use of young pupils and of teachers who have had only the minimum of historical training; the introduction of a variety of methods of representation and reproduction by the pupils in the form of drawing, sand and clay modeling, handicrafts, simple dramas, etc.

Reading With Expression. A Series of Readers by James Baldwin, Author of Baldwin's Readers aHrper's Readers, etc., and Ida C. Bender, Superintendent of Primary Grades, Buffalo, N. Y. Cloth, 12mo, illustrated. American Book Company, New York, Cincinnati, and Chicago. First Reader, 144 pages. Price, 30 cents. Second Reader, 176 pages. Price, 35 cents. Third, Fourth, Fifth,

Sixth, Seventh, and Eighth Readers. Each, 258 pages. Price, each, 45 cents.

The authorship of thise series is conclusive evidence of its rare worth, of its happy union of the ideal and the practical. The chief design of the books is to help pupils to acquire the art and habit of reading so well as to give pleasure both to themselves and to those who listen to They teach reading with expression, and the selections have, to a large extent, been chosen for this purpose.

These readers are very teahcable and readable, and are unusually interesting both in selections and in illustrations. are of a very high literary qaulity. Besides the choicest schoolbook classics, there are a large number which have never before appeared in school readers. The contents are well balanced between prose and poetry, and the subject matter is unusually varied. Beginning with the Third Reader, selections relating to similar subjects or requiring similar methods of study or recitation, are grouped together. Many selections are in dialogue form and suitable for dramatization.

The First Reader may be used with any method of teaching reading, for it combines the best ideas of each. A number of helpful new features are also included. Each reading lesson is on a right-hand page, and is approached by a carefully arranged series of preparatory exercises presented on the preceding left-hand page.

The illustrations constitute the finest and most attractive collection ever brought together in a series of readers. There are over 600 in all, every one made especially for these books by an artist of national reputation. The series is also published in five book form for those wishing a shorter course.

The Elementary Arithmetic. By Bruce M. Watson, Superintendent of Schools, Spokane, Washington, and Charles E. White, Franklin School, Syracuse, New York. Cloth, 308 pages. 35 cents. D. C. Heath & Company, Boston, Mass.

The Complete Arithmetic. By Bruce M. Watson and Charles E. White. Cloth. 404 pages. 60 cents. D. C. Heath & Company, Boston, Mass.

These books are both cumulative and topical in plan. They take the midway course between rigid conservatism and the fickleness of the fad-chaser. They proceed on the sensible assumption that but few things are needed in arithmetic, and that those few are to be taught thoroughly. While comprehensive in scope, the books are really brief because of a wise omission of the antiquated and useless. They are thoroughly human, youthfully human, and they appeal to the child's interest and attention. The methods in the advanced work are consistent with those in the elementary. They aim to cultivate in pupils the habit of forming vivid mental pictures of the business transactions introduced in the exercises, aud commercial and industrial relations of the numbers involved in the problems. They are so graded as to secure a high degree of facility in the fundamental operations and in those other processes which in the actual business of life are reduced to purely mechanical forms of computation.

Carlyle's Essay on Burns. Edited by Edwin L. Miller, A.M., Head of English Department, Central High School, Detroit. 128 pages. Price, 20 cents.

Coleridge's Rime of the Ancient Mariner. Edited by Ellen E. Garrigues, English Department, De Witt Clinton High School, New York City. 43 pages. Price, 20 cents.

George Eliot's Silas Marner. Edited by May McKitrick, Head of Department of English, Cleveland Technical High School. 220 pages. Price, 20 cents.

Goldsmith's Vicar of Wakefield. Edited by Alexander F. Hansen, A. B., Department of English, Yeatman High School, St. Louis. 224 pages. Price, 20 cents.

Shakespeare's Merchant of Venice. Edited by Gilbert Sykes Blakely, Department of English, Morris High School, New York City. 112 pages. Price, 20 cents.

Washington's Farewell Address, and Webster's First Bunker Hill Oration. Edited by W. D. Lewis, Principal, William Penn High School for Girls, Philadelphia. 50 pages. Price, 20 cents.

These six books form part of the new cloth bound, 49 volume, 20 cent edition of the popular Eclectic English Classics. The notes and teaching apparatus of the texts have been carefully reviewed, revised, and where necessary extended by well-known teachers of English in secondary school work. Each volume contains a sketch of the author's life and work, together with notes and such other helps as are necessary to a clear understanding of the text. The convenient arrangement of the notes at the foot of the page has been retained from the old edition, but in many cases critical notes, outlines, analyses, and suggestions for study have been added at the end of the book. The new edition meets the present needs of schools and the ideas of progressive up-to-date teachers. It includes the texts most commonly studied and read for entrance to college, besides many other standard texts frequently used in schools. It is about the lowest priced edition published, all except nine of the volumes being but 20 cents.

The Governors of North Carolina and Where They Lived.

There is no particular soil or county in North Carolina that is especially suitable more than all the rest for producing Governors. The State has had forty-sevent Governors since the Declaration of Independence, 1776. They come from twenty-nine different counties. No county has furnished more than three. Those furnishing so many are Wake, Craven, Halifax, and Warren. The following have furnished two each: Orange, Chowan, Guilford, New Hanover, Brunswick, Buncombe, Rockingham, Edgecombe, and Wayne.

How many students in each of these counties know the names and deeds of the Governor or Governors that rose to fame in their respective counties? Here is some local history that the schools could get interested in.

The following are the counties aud the names of the Governors from each:

Bertie.—David Stone.

Bladen.—John Owen.

Brunswick.—Benjamin Smith and Daniel L. Russell.

Burke.—Tod R. Caldwell.

Buncombe.—David L. Swain and Z. B. Vance (twice elected).

Chowan.—Samuel Johnston and James Iredell.

Craven. — Abner Nash, Richard Dobbs Spaight, Sr., Richard Dobbs Spaight, Jr.

Cumberland.—Warren Winslow.

Edgecombe.—Henry T. Clark and Elias Carr.

Forsyth.—Robert B. Glenn.

Guilford.--Alexander Martin (twice elected). and John M. Morehead.

Halifax.—William R. Davie, John Branch, Hutchins G. Burton.

Lenoir.—Richard Caswell (seven times elected).

Mecklenburg. — Nathaniel Alexander.

Moore.—Benjamin Williams (twice elected).

New Hanover.—Samuel Ashe and Edward B. Dudley.

Northampton.—Thomas Bragg.

Orange.—Thomas Burke and William A. Graham.

Person.—William W. Kitchin.

Pitt.—Thomas M. Holt.

Randolph.—Jonathan Worth.

Rockingham.—David S. Reid and Alfred M. Scales.

Rowan.—John W. Ellis.

Sampson.—Gabriel Holmes.

Surry.—Jesse Franklin.

Wake—Charles Manly, W. W. Holden (twice elected), Daniel G. Fowle.

Wilkes.—Montord Stokes.

Warren.—James Turner, William Hawkins, William Miller.

Wayne.—Curtis H. Brogden and Charles B. Aycock.

State School News

The winter short course in agriculture will be held at the A. & M. College January 3rd to February 21st. It is comparatively inexpeusive and one might learn a great deal and possibly unlearn some things that have been learned amiss.

The North Carolina Synod of the Lutheran Church is called to meet in St. Mark's Lutheran Church, China Grove, Tuesday, January 16th, to determine upon the matter of the rebuilding of Mont Amoena Seminary, which was recently burned at Mount Pleasant, and to consider the future of the institution.

Five reading circle clubs have been organized in different sections of Caldwell County by Supt. Y. D. Moore, with a conductor for each club. The Teachers' Association voted unanimously for a library fee of $1.00 a year, which includes also a subscription to **North Carolina Education** for each member.

In Caldwell County Supt. Y. D. Moore is doing progressive administrative work. Attention is given to the requirements of the new law that more attention be paid to the school register. He has notified his teachers that their registers, properly kept, must be presented before final vouchers can be approved.

Association of Transylvania Teachers —Third Meeting.

The third meeting of the Transylvania County Teachers' Association was held at the graded school building in Brevard on Friday and Saturday, October 27 and 28. Superintendent Henderson presided.

In the absence of Rev. Paul F. Brown, pastor of the Brevard Presbyterian Chruch, who had been appointed to lead in devotional exercises, Rev. A. J. Manley read a paragraph of Scripture and led in prayer. The program as arranged by the committee was then taken up.

The first topic, "How to Study," based on one of the books in the teachers' reading course, was led by C. M. Gallamore. Mr. Gallamore contended that study should be required, and that it should begin early. Entertainment alone is not sufficient; work must be done.

Miss Daisy Holcom took up the second topic on the program, which was "Story Dramitization," and read a well-prepared paper. According to her paper children are born dramatists, and the talent should be made use of. By this means the speaking voice is developed; self-forgetfulness is induced. The process should be carried through all the grades, but is very difficult unless begun in the first, before self-consciousness has set in.

Miss Hattie Aiken continued the same subject, emphasizing some points necessary to be considered by the teacher, such as allowing the children as much freedom as possible. She then had a class of children dramatize the story of "Epaminondas," which was done with considerable success.

"The Foundations of Method" was next discussed by Oliver H. Orr in a brief but logical and comprehensive address. Mr. Orr pointed out that the nature of the child on first entering school gave the foundation of methods to be emphasized in his education. At that time the child is full of activity, enjoys this activity, and consequently develops. The teacher should strive to keep this activity alive and direct it to useful ends.

Miss Elsie Walker next read some selections on the subject of "Nature Study," which were very interesting and afforded many hints to the alert teacher as to the ways in which this important branch of study might be pursued.

"Construction Work" was introduced by Miss Mary Underwood, and a display of work done in the school rooms was called for. Some striking speciments were exhibited. Miss Underwood had brought some work done by the primary grades in Rosman High School. Miss Julia Beth Owen of Calvert showed some excellent work in coloring of flowers and birds done by pupils in her school. Miss Mary Rankin of English Chapel had for display some beautiful table covers worked by her children. All this display work went to prove that a new and live element has ben introduced into the schools of this county. The fossils are gradually being eliminated.

The last thing on Friday's program was the meeting of the County Betterment Association, presided over by the president, Miss Hattie Aiken. Mrs. C. D. Chapman, president of Brevard District Association, was present and made a talk on the importance of an increase in the average attendance of pupils in our schools. She also stated that the local association of Brevard has raised over $200 toward the buying of a play-ground for Brevard school.

Saturday morning's program was opened by Rev. C. D. Chapman, rector of the Brevard Episcopal Church, with Scripture reading, prayer and a short address on "Ideals." This address was of an inspiring nature, full of wisdom and beautiful thoughts, The association unanimously voted for its publication in **North Carolina Education** and the Sylvan Valley News.

Saturday's program was a very interesting and helpful one, and the discussions were heartily and enthusiastically entered into by various members of the association. The subjects discussed and the leaders in the discussions were "How to Study a Spelling Lesson," by Miss Olivia Whitmire; "How to Conduct Friday Afternoon Exercises," Miss Sue Glazener; "Abnormalities," J. W. Chalmers.

During the discusssion of the study of spelling, the correct pronunciation of certain common words was incidentally introduced, and a lively but brief discussion followed on the pronunciation of half, laugh, solution, etc. Time being limited, at the suggestion of Superintendent Henderson, it was agreed to give a period on the next program of the association to the discussion of words. The teachers were requested to furnish the County Superintendent with a list of words, the pronunciation of which they wish considered.

On Friday afternoon, after the close of the program, a reception was given the teachers of the county by the teachers of Brevard Graded School and Brevard Institute. The entrance hall had been decorated with autumn leaves and illuminated by lanterns made of hollowed pumpkins. Bananas, grapes and apples were served, and a very social hour was passed.

This was decidely one of the best, most interesting and most helpful meetings in the history of the association.

An enthusiasm for education has seized Rowan County, one of the eastern mountain and feud counties of Kentucky, according to a detail report of the work there to the United States Bureau of Education in Washington. Nearly everybody in the county, regardless of age, seems to be going to school, the report says. It adds that the pupils range in age from 18 to 86, many of them being past 60 and some more than 70 years of age. The children attend in the day and the old folks at night. "No illiterates in Rowan County" is the slogan they have raised.

If the date on your address label shows that your subscription has expired, renew at once. It is our rule to discontinue promptly when time paid for is out.

North Carolina Education is mailed regularly the first week of the month for which it is dated.

On your label is a date; pay before it is too late.

Domestic Science for the Colored Schools in Mecklenburg County.

Announcement is made by County Superintendent of Education R. J. Cochran that Bessie Collins, a graduate of the Tidewater Institute of Chesapeake, Va., has been secured as an instructor in domestic science and other branches of manual training in the colored schools of the county. The teacher has already commenced her labor in this connection and is said to be making excellent progress in her work.

The securing of such a teacher was made possible through an endowment from the Anna T. Jeans fund, which was proffered to the county board of education several months ago. This fund is devoted to the education of the colored race, and was left by Mrs. Anna T. Jeans of New Orleans, La. For many years there has been felt the need of such instruction in the colored schools of Mecklenburg County, and the board of education is highly elated over the successful outcome of the endowment which was forthcoming from the Anna T. Jeans fund, which insures the salary of the teacher for the years to come.

An offer has recently been received by Superintendent Cochran from the Buttrick education fund, offering to defray the expenses incidental to the securing of an expert to instruct the white students of the primary grades of the county schools in special subjects. It is understood that the board looks favorably upon the proposition, and it is probable that next year will see such an expert at work in Mecklenburg's institutions of learning.—Charlotte Observer.

The World's Corn Kid.

Charles Parker, of Hertford County, N. C., is the champion corn kid of the world. Who ever thought that one acre of North Carolina dirt would produce 233½ bushels of corn?

Jerry Moore, of South Carolina, is a much more important citizen than many Congressmen and Governors that we wot of, but Jerry Moore is no longer foremost in his line. In place of Jerry Moore's, put the name of Charles Parker, aged 16, of Hertford, North Carolina, who tricked an acre of ground into growing 233½ bushels of corn this year.

The Woman Suffrage Movement.

Here is a summary of the progress of the woman suffrage movement all over the world, as recorded by Miss Bertha Knobe in the August World's Work:

"Full suffrage — five States in America, Finland, Federated Australia, New Zealand, Portugal and Iceland; full suffrage with slight tax-paying restriction—Norway.

"Every suffrage except parliamentary—England, Scotland, Ireland, Wales, Denmark, Sweden.

Municipal suffrage—Canada, and four cities—Natal, Africa; Bombay, India; Laibach, Austria; Zurich, Switzerland — have the municipal vote.

Seven other countries offer scraps of the franchise: Russia, to women householders, who elect members to the local council; Italy and France, the vote for the Tribunal of Commerce; Belgium, the same privilege with its Conseils de Pruhommes; Austria, to tax-paying women in the Province of Vorarlberg; Hungary, to women with real estate; Germany, to women farmers for the Chamber of Agriculture in the Kingdom of Wurtemberg.

Besides, women in every section of the globe—including Turkey and Siam—are shouting for the ballot.

Some form of woman suffrage flourishes in thirty-one States of the United States. Aside from the full suffrage States of Wyoming, Colorado, Utah, Idaho, and Washington—and Wyoming won it forty-two years ago—one State, Kansas, has municipal suffrage and has elected a "lady mayor," notwithstanding the story industriously circulated about the woman who became mayor and mother on the same memorable day; four States—New York Delaware, Michigan and Montana—have, in varying degree, both school and tax-paying suffrage; seventeen have school suffrage—Massachusetts, New Hampshire, Vermont, Connecticut, New Jersey, Ohio, Illinois, Wisconsin, Minnesota, North Dakota, South Dakota, Kentucky, Nebraska, Oklahoma, Arizona, New Mexico, and Oregon; two States—Iowa and Louisiana—have tax-paying suffrage; while Mississippi and Arkansas have minor scraps of the franchise.

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The State Declamation Contest at Trinity College.

The second annual Declamation Contest, given under the auspices of the '9019 Society of Trinity College, and participated in by high schools from Virginia and the two Carolinas, was held at Trinity College on December 1, under the most favorable circumstances. The handsome medal offered to the declaimer who makes the best speech was awarded to Mr. H. G. Hudson, representing the Smithfield high school of Smithfield, N. C., his subject being "In God We Trust Must Remain on the American Money."

The judges for the contest were: W. A. Erwin, West Durham, N. C., W. P. Lawrence, Elon College, N. C.; T. M. Pittman, Henderson, N. C.

Forty-three schools in all sent representatives, and the contest was spirited from the beginning. The contestants began to arrive Wednesday, but the greater part of them came in Thursday afternoon, and while at the College were entertained by students who were from their homes. The preliminary contest for choosing the speakers for the final contest was begun at 9 o'clock on Friday morning simultaneously in three places and in three sections, this being necessary on account of the large number of contestants. The ten best speakers were picked out for the ordeal of Friday night in which Mr. H. G. Hudson won out. Thursday night in the hall of the Hesperian Literary Society in the Academic building an informal reception was tendered the representatives, at which time they drew lots for positions in the contest. At two o'clock Friday afternoon the names of the ten contestants who took places in the final contest were announced at the Craven Hall, and were as follows:

Carl Messier, Asheville; James A. Taylor, Cluster Springs Academy, Va.; Clarence Ross, East Durham; Alex. McLean, Gastonia; Basil W. Boyd, Mars Hill College; J. L. Yost, Mount Pleasant; H. G. Hudson, Smithfield; Fred Deaton, Statesville; R. L. Hayes, Trinity Park School; Harry Lee Dalton, Winston-Salem.

The high schools which were represented in this contest were as follows: Asheville, Bryson City, Biscoe, Baird's Preparatory School, of Charlotte, Catawba College, Durham City Schools, East Durham, Gastonia, Greensboro, Hiddenite, Huntersville, Holly Springs, Haywood Institute, Clyde, High Point, Horner Military Academy, Oxford, Jamestown, Kinston, Monroe, Mount Pleasant High School, of Bailey, N. C.; Mount Pleasant Collegiate Institute, Mount Pleasant, N. C.; Mars Hill College, Rutherford College, Oxford, Smithfield, Taylorsville, Stem, Trinity Park High School, Warrenton, Wilkesboro, Winston, Waynesville, Wadesboro, Zebulon, Wincoff High School, of Concord, N. C. Out of the State schools were: Danville High School and Cluster Springs Academy, of Virginia, and Wofford Fitting School, of Spartanburg, S. C.

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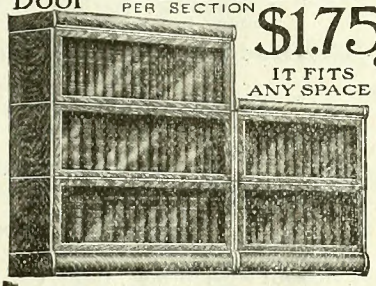

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Gates Teachers Organized.

On Saturday, November 25, 1911, the teachers of Gates County met at Gatesville and organized the Gates County Teachers' Association. Mr. H. L. Seay, Principal of Sunbury High School, was elected President, and Miss Dora Taylor, of Gatesville, Secretary.

The work of the Teachers' Reading Circle was first brought up and fully explained by the superintendent, Mr. T. W. Costen. Four circles were organized, and the names of all the teachers enrolled. These circles will meet for the first time at Hobbsville, Sunbury, Gatesville, and Reynoldson on December 17th, and once every two weeks thereafter.

The Importance of proper grading was urged upon the teachers by Superintendent Costen. All were heartily in favor of not permitting eighth grade work to be done in one-room schools. It was decided that the superintendent should appoint a committee from among the teachers to make out an examination for all children in the county completing the work in the seventh grade. At the end of the term a county commencement will be held in Gatesville, at which all who pass the examination will receive certificates which will entitle them to entrance into any High School in the county. This, we hope, will raise the standard of the work done in our schools and cause the children to be more ambitious than heretofore.

DORA R. TAYLOR, Sec.

North Carolina Kindergarten Association Organized

During the recent meeting of the Teachers' Assembly in Raleigh a number of the kindergarteners of the State got together and organized a North Carolina Kindergarten Association. This marks quite a step forward in that department of education. The kindergarten has had a struggle to get a foothold here, for the majority of the school men of the State seemed to have taken the attitude that when the kindergarten

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makes good in North we will adopt it. They have not seemed to realize that they, by a study of kindergarten principles and a recognition of their value, could do more than any other power in the State to keep our little North Carolina children from missing this early training, which has been so universally recognized as the right of all children, that in many places it has become compulsory.

The charter membership of the Association numbers twenty-two, and so much interest was manifested by several mothers of children in kindergarten and by primary teachers, that six associate members were enrolled at this first meeting.

The officers are as follows:

President, Miss Mary E. Wright, of Washington, N. C.

Vice-President, Miss Hattie Scott, of Asheville, N. C.

Secretary, Miss Louise Busbee, of Raleigh, N. C.

Treasurer, Mrs. Harvey MacNair, of Wilson, N. C.

The Executive Committee consists of the officers of the Association, and Miss Meta Eloise Beall, of Greensboro, N. C., State Secretary of the Southern Kindergarten Associtaion.

Davidson College Defeats Wofford College in a Debate.

On the evening of December 6, in the auditorium of the Presbyterian College, Charlotte, Davidson College defeated Wofford College in the third inter-collegiate debate. Davidson having won the best two out of three, keeps the golden trophy cup.

"Resolved, That the government of the United Kingdom, Great Britain and Ireland, is more truly democratic than that of the United States." That was the proposition discussed. Wofford, represented by Messrs. C. B. Haynes and R. T. Wilson, upheld the affirmative. Davidson, represented by Messrs. L. H. Smith, of Easley, S. C., T. A. Beckett, of John's Island, S. C., defended the negative side. The debate was on a high plane.

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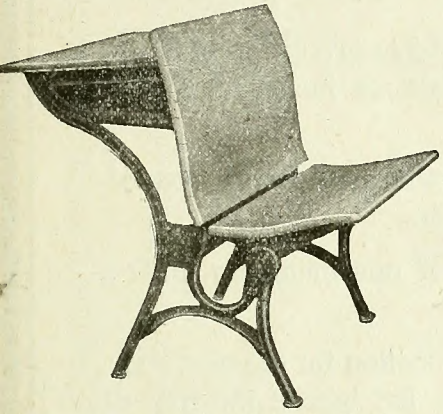

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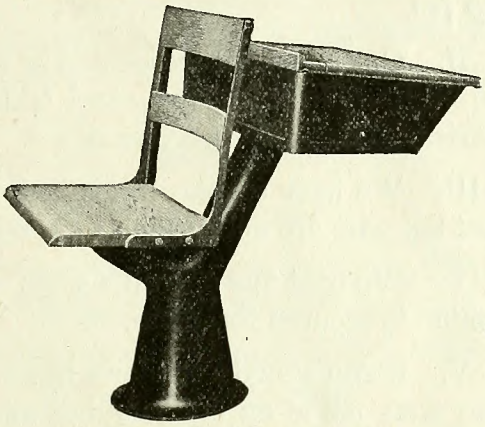

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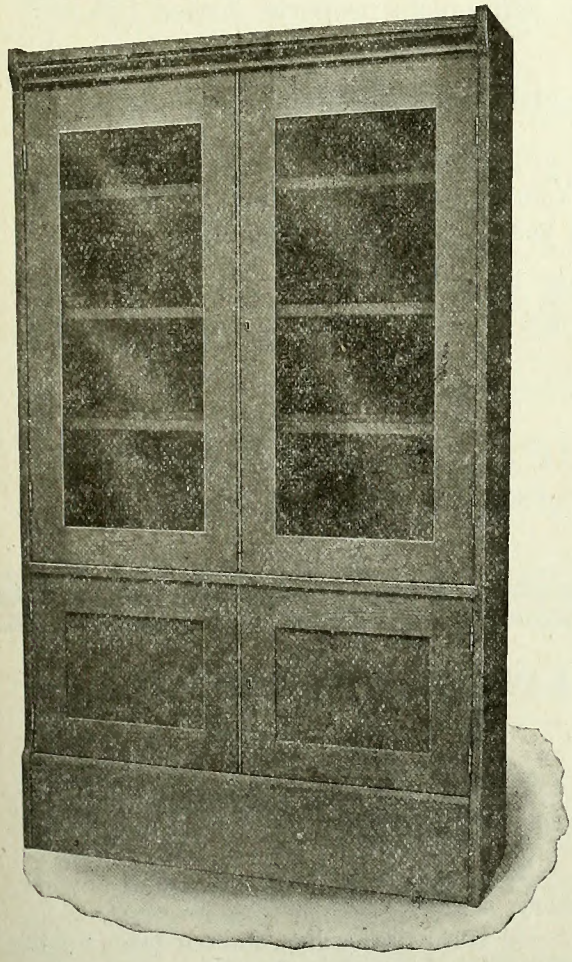

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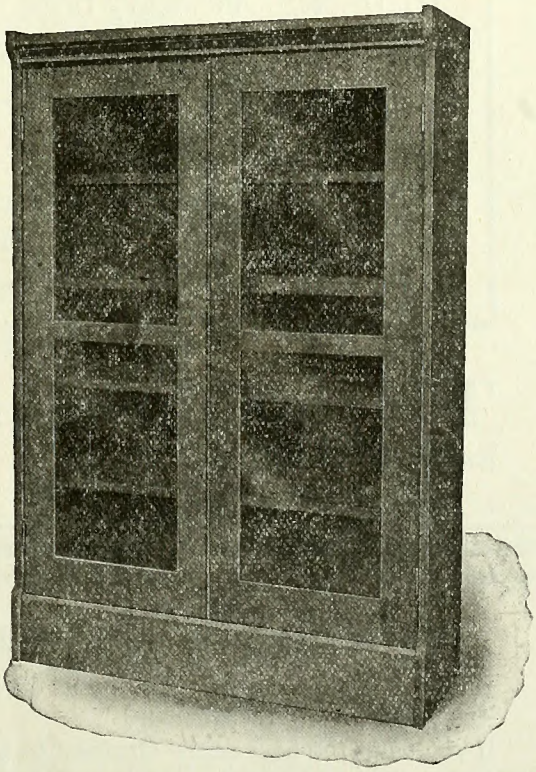

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When gazing on the great;
Where neither guilty glory glows,
Nor despicable state?

Yes, one, the first, the last, the best,
The Cincinnatus of the West,
Whom envy dare not hate,
Bequeath the name of Washington
To make men blush there was but one!

—Lord Byron.

FEBRUARY, 1912

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SUPT. JOYNER COMMENDS THE WORK IN SAMPSON COUNTY

To the Editor:—Euclosed is a newspaper clipping about the work of Superintendent Matthews of Sampson County. I beg to suggest that you print it in the columns of **North Carolina Education**, that the other County Superintendents of the State may profit by the excellent suggestions contained in it. I desire to recommend to other County Superintendents Supt. Matthews' plan for interesting his teachers and preparing them for the teachers' meeting.

I wish also to recommend that other superintendents adopt his plan of publishing the list of fines. I am confident that there is a large loss to the school fund on account of failure to collect these fines promptly. I have heretofore urged the County Superintendents to look more closely after the returns and collection of these fines, as the law requires them to do. I feel sure that the publication in the columns of the county papers of the returns made by magistrates and mayors will stimulate them to more prompt performance of their duty. I wish also to impress again what I have urged again and again upon the superintendents the value, the necessity and the importance of conducting in their county papers an educational column.

Very truly yours, J. Y. JOYNER,
Superintendent Public Instruction.

Raleigh, N. C., January 16, 1912.

SUPERINTENDENTS' MATTHEWS' COMMUNICATION.

In my circular the following questions were suggested, to indicate the line of thought to be followed at the Association. Every teacher is expected to take part in the round table discussion. The questions were suggested by a study of the third, fourth, and fifth chapters of "How to Study":

I. At what point in teaching is provision for specific purpose of vital importance?

II. Have children the capacity to appreciate specific purpose? Give reasons for your answer.

III. In attending a session of the Teachers' Association what precaution is necessary in order to secure the greatest help?

IV. Have you reached perfection as a teacher? If not, what is your greatest weakness?

V. May I suggest that you attend the next session of the Association, having the specific purpose to overcome weakness with strength?

VI. Is not that a good precaution in reading any book?

VII. What is a good criterion by which to judge the efficacy of a recitation.

VIII. In conducting a recitation, what is your purpose, generally?

IX. What is the chief value of questioning?

X. What is the distinguishing feature of a well constructed text-book?

XI. What is meant by the grouping of ideas? State how a central idea should be expressed.

XII. Discuss the Assignment of Long vs. Short Lessons. Our meeting at Clinton last Saturday was very interesting, made so not by the leader, but by the teachers, many contributing valuable suggestions. Teachers learn most from the experience of others freely given at the Associations.

Corn Club Contest—Reports.

Of the eighty-three boys in Sampson County who entered the Corn Club Contest, only the names which follow have reported to me. The expenses includes rent of land, preparation of seed-bed, cost of seed, planting, manure, fertilizer, cultivation, and gathering. The receipts indicate the number of bushels valued at $1.00 per bushel.

[Here followed list.]

Magistrates' and Mayors' Reports.

Since July 1, 1911, fines have been reported from the magistrates of the county as follows:

[Here followed list of fines with date and name of mayors and magistrates.]

From the above it will be seeu that all the magistrates of the county have turned in only $91.60, while the mayors of the few towns have turned in $122.47.

It is possible that quite a number of magistrates have funds on hand which they intend to turn in, but have overlooked the matter up to this time. Such would do well to attend to the matter at once, so that a complete report may be made immediately after the next settlement of the Board of Education and Treasurer of the School Fund.

It is the duty of school officials to look out for all funds that are now due, or hereafter to become due, the schools. L. L. MATTHEWS,
Superintendent.

TEACHERS' ASSEMBLY FEES ARE DUE NOW.

To Members of the N. C. Teachers' Assembly:

The Constitution of the Teachers' Assembly requires the Secretary to send to each member a notice that fees for Active Membership are due on or before February 1st of each year. In obedience to this requirement I recently mailed to each of you a notice. I find that many members are under the impression that the fee which they paid at the last session in November relieves them from the fee mentioned in this notice. The fee paid in November was for the year 1911; the fee due February 1st is for those who wish to be Active Members for 1912. The two fees come so close together this year because the session of 1911 was held in November instead of in June as has been the custom heretofore. Those who pay the fee now, and become Active Members, will not be due any other fee until 1913.

In sending out this notice the Secretary simply performed his duty as required by the Constitution; those who have become offended at receiving this notice should direct their disapproval at the Constitution, not at the undersigned.

The volume of proceedings and addresses of the 1911 session is now in the hands of the printer and will be mailed to each member as soon as possible.

Respectfully, R. D. W. CONNOR,
Raleigh, N. C., Jan. 18, 1912. Secretary.

Under the caption "Are our schools a failure?" E. A. Morse writes as follows in the Antigo, Wis., Republican: "When I see crowds of idle young men on our streets or hanging around the pool-rooms, I wonder where the fault lies. When I see the high school graduate wandering around town in July looking for a job, and for the first time realizing the impossibility of earning any more money than he could have earned without the four years of hard work and the expensive course that he has taken in the high school, I wonder if the high school pays. Of course I know it does, but at the same time I feel certain that it should be supplemented by something else."

State Library.

CHARLES DICKENS, THE POPULAR STORY-TELLER

It was just one hundred years ago that Charles Dickens was born, February 7, 1812, at Portsmouth, a busy city on the shore of the English Channel. His father, John Dickens, being a clerk in the Navy Pay Office, was subject to orders, and soon after the birth of his illustrious son, moved with his family to London, and later on to Chatham.

His Strugle Against Poverty.

Charles, one of eight children, and a feeble little fellow, felt the pinch of poverty, sometimes not having all he could eat, and sometimes being without clothes of which he dared be proud.

The worst of this family poverty was that the little lad could not be sent to school as much or as regularly as he or his parents wished; and he felt this sorely, because, though but a sickly little chap, he had a wish to be a great man some day, and he thought that the school would help him become great. The most schooling he ever had was two years at one time and three years at another.

Between these two periods of school he had to go to work to support himself. He was ten years old when he got a job pasting labels on pots of blacking in a blacking factory, and he worked at this for two years.

Talk about hardships,—the poor little lad found them at this time. In the morning he had to walk four miles to his work and four back in the evening. The boys that worked beside him were very rough and rude, and they found their sport in picking upon him at every chance. He received seven shillings ($1.75) a week, and could afford himself only two meals a day. For breakfast he had a penny loaf of bread and a pennyworth of milk. For supper he had another little loaf of bread and a bit of cheese. He never had any little dainty, such as a boy naturally craves. No wonder that many years afterwards he wrote a book called "Hard Times." He knew what such were, and by an experience which he could never forget.

Yet, singular to say, these very experiences of his early life made him years afterwards one of the greatest writers of his day. No writer knew the poor of London better than he, what wretched rooms they lived in, what poor food they had, how they tried to forget their wretchedness by drinking, or how kind and helpful they were to each other in times of need. And Dickens—more than any other English writer—had a heart full of sympathy for the poor, and he opened up fountains of sympathy for them in thousands and thousands of other hearts. His books were a revelation to multitudes of the goodness and the badness of those of a lowly life in a great city, such as they had never come to know in any other day, by any other pen.

His Father in Prison.

While the boy was passing through this ordeal his father was committed to prison for debt. All the family except Charles joined him there later on, and by means of the small government pension, they lived more comfortably in prison than they had ever been able to do out of it. It was then that Charles became acquainted with prison life that he described so well in "Little Dorrit and David Copperfield." It is generally known that Mr. Micawber in "David Copperfield" is his father, who, although lacking in the financial ability to support his family was always "waiting for something to turn up."

A little later on the family fortunes improved to such an extent that the father was released from prison and entered upon the work of reporting the proceedings of parliament for the Morning Chronicle. One o fthe results of this betterment in the condition of the family was that Charles was sent to school where he remained for two years, but where, if we are to judge from any evidence found in his writings, very little, if any, advance was made in his education.

At fourteen he left school and became an under clerk in a law office, an inferior position to that of an articled clerk. The knowledge gained here made him such a power in later life in describing the "red tape of legal procedure" as found in "Bleak House" and other novels.

Beginning of His Literary Career.

In his second school period he studied and mastered shorthand, which was a great help to him afterwards in shaping his life work. It helped him first of all to get a place in a lawyer's office, where he remained a few years as copying clerk; and then it helped him when a London newspaper gave him a position as reporter, and sent him everywhere to write up cases in the courts.

At one time he thought he would be an actor, and he used to get his boy chums together and play theater with them. This gave both him and them considerable amusement, but it never made actors out of them. Dickens was to be a writer, and his newspaper work was to pave the way for his great success in writing twenty-five books that everybody was eager to read.

The first thing he wrote was a short story, entitled "A Dinner at Poplar Walk." He sent it to a publisher, who printed it, but who gave Dickens nothing for it but the pleasure of seeing his own work in print. But a newspaper saw some merit in it, and invited him to write several short stories, which he did, calling them "Sketches by Boz." ("Boz" was the nickname of one of his brothers, and he choose this as his pen name.) These sketches were a great success. The public were enthusiastic over them, and clamored for more of them. He was soon earning $35 a week, which was a good sum for a young man of twenty-three.

Then he was invited to write a series of stories about a club of men, who were supposed to go out on a fishing and hunting tour, and meet with all manner of ludicrous experiences. Soon everybody was laughing at the funny things that happened to "Mr. Pickwick" and his friends, and the sale of the "Pickwick Papers" was enormous. People were fairly wild over Mr. Pickwick and the "Fat Boy," and especially "Sam Weller." They could scarcely wait for the next installment of the story, and the wonderfully funny pictures with which George Cruikshank illustrated them.

Mr. Dickens was famous from that moment. Publishers almost fought with each other to get his copy. The people read his newest book, and impatiently awaited the appearance of his next. And for thirty-five years he wrote book after book and never lost anything of his fame.

The Popularity of Dickens.

One can scarcely believe the interest that he awakened in London. If he walked about the streets he would be followed by a crowd of boys and men who would tip their caps to him, and sometimes give him a cheer. People would say to one another as they saw him on his morning walk: "There's Mr. Dickens, who wrote 'Nicholas Nickleby' "; or, "There's the author of 'Pickwick.' " He could not stir without being recognized. When he

(Continued on page 7.)

TEACHING LANGUAGE THROUGH LETTER-WRITING

By Miss Susie Fulghum.

FIRST GRADE WORK.

In the first grade this work consists of copying letters. We may begin letter writing at Christmas-time with a bright class, for the letter to Santa Claus is now an all-important event. If it is the child's first attempt, think of the motive he has, for putting forth his best efforts! His interest is aroused, for he is to tell Santa Claus what he wants, and of course it must be told just the right way. The letter must be short. The child learns that there is a certain correct form; he must be taught where to write the heading, and how to begin his letter. He asks for something for himself, wishes his friends to be remembered and then he learns how to close the letter. This correct form is always insisted upon. All these points are worked out with the teacher. She asks questions which will bring the desired answers as to the date, etc. These are written on the board in correct form and position, then copied by the children. Next they learn where to place "Dear Santa Claus." Three sentences should suffice for the body of the letter, these are given by the pupils and written on the board, the names of the boys varying to suit individual wishes. This will be the work of one day's language lesson. Tomorrow they may learn how and where to close the letter. After this letter is finished, comes the directing of an envelope brought from home. This time a stamp may be drawn in the exact corner, for Santa Claus' letter is to go up the chimney, and does not need the two-cent stamp. Next comes a letter to mother. The pupils giving the sentences which the teacher writes upon the board. These are copied. This method is used until the children are well trained in the correct placing on paper of the different parts of the letter. Later on, a letter to father may be composed with aid of the teacher, the pupils giving directions for the correct form. The teacher writes this letter on the board, and the children copy it later in the day as seat work. These letters are all carefully looked over, rewritten when necessary, and then correctly folded, the envelope addressed and sealed. Should this little message be to an out-of-town friend, the stamp is put in its place. Here the pupil learns what stamps are used for certain purposes.

SECOND YEAR'S WORK.

The second year's work should begin with this same copying of letters. Later on simple letters may be dictated. This is an excellent test of the child's knowledge of the correct form of a letter. As this form becomes a habit with the pupils, short original letters may be written . The teacher selects carefully her subjects, and it is wise to limit the length of the first letter to a few sentences. The child must come to the writing of these original letters, knowing that he has something to say, and feeling that some one wishes very much to hear it. What pride he will take in the work, realizing that he is master of at least the correct form for a letter, can address an envelope, use the needed stamps, and visit the post-office. How the little fellow waits for his answer, and surely it must come; for his message is too important to remain unacknowledged. A list of subjects for the second year's work should include the following: Trips, nature study topics, the school grounds, the decoration of the school-room, the week's work, the amusements recently enjoyed, some story which has been used for language, a book dear to a pupil's heart, a pet at home, an historical event or some hero and other subjects that touch the interests of the pupils.

A letter box increases the interest and friendliness of the pupils—a locked box, used each week or two by a row of pupils writing to another row. Then the box is to be opened and the letters read aloud. A good plan is to arrange with other grades in the same building, to exchange letters, or with other schools in the same county. The letters and replies should be on the same subject. Some teachers have a plan which makes the work very interesting. They arrange to correspond with schools in the North or West. Our boys and girls are writing on such a subject as cotton, and the many interesting events connected with this theme, while the letters from the West give accounts of wheat growing, and picture for us the great fields of grain. In all this work insist upon the use of the correct form.

WORK FOR MORE ADVANCED GRADES.

In the third grade and in the grammar schools this same work is carried on, letters are copied, some are dictated, and original ones are frequently written. Back of success in this work lies the knowledge of the correct form for a letter, the use of this form to become a habit with each child. Then the contents of the letter will be worth while just so far as the subject is well selected, the pupil knows his subject, has freely given oral expression to it, and feels that some one is waiting to read what he writes. The child should realize that something of what he has learned in his out-of-door life, in his lessons in nature-study, geography and history,—or something that has come to him through his relations with other lives at home or at school, has furnished him with something to say. A letter in the third grade may be the climax of a group of lessons all related. For example, the subject for a letter may be an out-of-door autumn experience. Study and discussion of Murillo's picture, "The Melon Eaters," or Siefert's "The Harvesters' Return" will suggest many autumn pleasures. Spenser and Whittier give us such vivid word pictures that the pupils catch the true spirit of the season. They present to us autumn personified, laden with fruit and grain, and crowned with the harvest sheaves.

Let the pupil listen to James Whitcomb Riley's gleeful autumn songs, or let them enjoy Helen Hunt Jackson's poems, "October" and "Down to Sleep." Surely in the mind of every child some half-forgotten experience of the season will be clearly outlined and lived over again, kindled by association with the pictures seen through the words of others. Surely now, every pupil feels that he has something to tell.

Specific exercise in the use of the necessary punctuation, the needed capitals and abbreviations, are given, in addition to many oral lessons regarding the season. The dictation spelling lesson insures a minimum number of mispelled words in the letter soon to be written. Each child is now ready to relate in the form of a letter an individual autumn experience, in nutting, haying, harvesting, or fruit gathering. The old Greek story of "Ceres and Proserpina," or the "Feast of Mondamin" from Hiawatha quickens the child's fancy. And he may realize that through hearing what has been "finely said," he catches not only inspiration to try to tell what he has himself seen and felt, but with it he catches a wider vocabulary and more definite ideals for his own thoughts.

The history lesson or geograph lesson may be found

to be abundant material for language work, culminating in an interesting origiual letter. Pupils may write about a fishing trip, a picnic or a camping experience. Let tbem write to a friend of an imaginary trip on a river, telling what they see along the river banks, and in the last paragrapb tell of its greatest value to tbe people living near it.

Poems learned by heart may become tbe tbemes of letters, favorite passages being quoted. Comparison with the poem itself, gives splendid self-criticism. There is a very charming little book of letters written by famous men to little friends, which may prove helpful in this work, by giving to pupils higher ideals in letter-writing.

WHAT VISITING HAS DONE FOR MY GRADE

By Miss Evelyn Royall, East Durham, N. C.

The first days with my little people did not in reality mean the first days of school, for it began a week before school opened. A week, did I say?—nay, even farther back can my contact with them be traced. Having taught the beginners in this school for several years, tbrough frequent visits to the homes of the community. I know intimately most of the little folks long before they have reached the school age. I like to have them enter school feeling that their teacher is not a foe to be feared, but a friend who loves them, and who makes their interests her interests.

With what knowledge I had of the children of the district, during last spring's term, I made for myself a list of my prospective pupils. After spending much of my vacation away, I returned to my boarding place a week before the opening of school. Almost all of this time was spent visiting the homes of my new pupils. These visits and all previous ones have served as a medium for bringing about a closer relation between the school and the home, parent and teacher, and teacher and cbild. They have also afforded many opportunities for Cbild Study in its various forms.

What Visiting Parents Accomplished.

I wish to mention some of the things accomplished through these visits. As I went from home to home, I carried my note-book, obtaining about each child, such information as would probably be useful to me. Most of this information was not given in the presence of the child. If a cbild had passed through any severe spell of illness, or was a sufferer from nervousness, throat trouble, defective eyes or ears, or any other physical weakness that the parent had been able to discover, I made a record of it. A note was also made of every contagious disease to which he had succumbed. From observations in the homes, and from intercourse with parents I learned much of the children's dispositions, their inclinations and ability for work, their timidity and fearlessness, etc.

Do you ask of what need is this information? It is upon such knowledge that much of the teacher's success with the child depends. For instance, a child whom I know to be nervous, is frequently called upon to arrange the flowers, place the chalk, etc. A pupil with defective eyes or ears is given a seat near the front of the room. A very timid child was allowed a seat at my table until she had overcome her home-sickness. Another who has twice had pneumonia is very susceptible to cold and must be carefully watched. A child with a swollen jaw, or a violent spell of coughing, is not hurriedly sent home, if my note-book tells me tbat he has already had mumps or whooping-cough. From the beginning I strive to impress upon the children that health is a gift that should be carefully guarded.

During my visits I asked each mother to supply her child with a drinking cup. I especially asked that it be of some unbreakable material, tin preferred, but not a folding cup, as it furnishes too much amusement and noise for idlers. Each pupil keeps his cup in a small sack, his mother made for that purpose. This sack is suspended from tbe end of his desk, and the cup is taken out only at recess. With iapalac, which is not easily effaced, I painted each cbild's name on his cup. Tbe children do not dip water from the bucket with individual cups, but with a dipper provided for that purpose.

From the parents I ascertained the exact date of each child's birthday. This information serves two purposes. First, it helps us to keep children from entering school before they are old enough. Secondly, I try to give each child some special attention on his birthday. It may be only a flower pinned on his coat, but he at least realizes that he is remembered.

I discussed with the mothers the wisdom (?) of giving children pennies and nickels to spend for candy and chewing gum, while on their way to scbools. This habit which has heretofore caused tardies, contentions, temptations to take the possessions of another, has almost disappeared. Only twice this year has chewing gum been brought to school. Once only has a nickel found its way to the top of a desk, to be coveted by those whose eyes fell upon it.

Toys which formerly crept into boys' pockets and girls' book-sacks and came to school uninvited by the teacher, now stay at home, unless by request of tbe teacher, they are brought for a special purpose.

I do not wish to leave the impression that my visiting ceased when school began, but on the other hand it continues throughout the year. These visits are often a revelation and inspiration to parent, teacher, and child.

In addition to results mentioned above, many others may be named, among them, increase in attendance, decrease in tardies, interest and joy in the duties of the school-room.

GET THE HABIT.

Don't forget that with all your scholarship and with all your teaching of subject matter the most valuable and vital thing, either for good or evil, for your pupils are the habits inculcated in the daily routine. For tbese habits the teacher is more responsible than any one else. Do your children make poor figures? It is a habit that you can replace with the habit of making shapely figures. Do your children always leave a correct, neat, straight margin on their papers in all their written work? Wbether you wisb or not you are teaching a habit as to margins, their looks, size, evenness, etc. If you wish to have neat, straight margins, "get tbe habit." If you wish your children to spell well, "get the habit." If you wisb your children to write a neat legible hand, "get the habit." It will pay you to study the psychology of habit.—Texas School Magazine.

Our Kindergarten Exchange

What the Kindergarteners are Doing

From the Educational Standpoint.

From the universities of our laud comes the plea for the educational value of the Kiudergarten.

Dr. Nicholas Murray Butler, President of Columbia University, writes: "The true Kindergarten and the true university are the two types of educational institutions on which the uplifting of our entire educational system must depend."

President Harper, of the Chicago University, has said: "The beginning of real uuiversity work is in the Kindergarten, thereby two or three years' work being saved to the student."

Dr. Eliot, President of Harvard University, said: "The motive of the Kindergarten, 'joy in doing,' should be the motive of all education, and the inspiring happy motive at every stage of human life."

Dr. Stanley Hall said recently: "It is almost impossible to exaggerate the value of the Kindergarten."

Friedrich Froebel started the first Kindergarten in 1840 in Germany. Today we see the Kindergarten established as part of the educational outfit of every progressive country of the world; scores of schools and colleges filled with young women of the best ability and finest culture, receiving special professional preparation for their work with the little ones; thousands of mothers with loving hearts hearing gladly the words of this great constructive philosopher and friend of children, and striving to apply his teachings in the government of their own households; philanthropists delighting to give a portion of their wealth to found, equip and support Kindergarten schools . . . . . and forwarding this movement which already has brought blessings and happiness to millions of children.—Kindergartens in the South. P. P. Claxton, University of Tennessee.

From The Pulpit.

Dr. Lyman Abbott makes his plea for the Kindergarten in these words: "The Kindergarten rightly understood contains all the germs of modern education as the acorn contains the oak. In promoting the kindergarten idea you are promoting the higher, the broader, the more natural and more spiritual education."

"He who helps a child helps humanity with a distinctness, with an immediateness which no other help given to human creatures in any other stage of their human life can possibly give again."—Phillip Brooks.

ABOUT THE KNIGHT MOTHER PLAYS.

By Mary E. Wright.

Either just before or just after George Washington's birthday is a good time to use the Knight Plays. George Washington presents the figure of truth, bravery, patriotism, and a staunch stand for the right, which is so closely allied to the principle in the Knight Plays that it is easy to go from talks about him into the spirit of the Knights, or easy to clinch the principle in the plays by the study of a real man, whose life so nearly portrays that principle.

These plays are not far-fetched and mystical, as some people suppose. They are masterpieces of a mind that understod childhood, and yearned to supply its needs. The galloping movement of the game is one of the most common, and one of the favorite, ways that children play. The spirit of the games is to help supply the need that every child of kindergarten age has—the need of a standard by which to gauge his acts. Frequently the child imitates an older playmate, who is not a desirable model; sometimes he tries to please a teacher or his parents—but neither of these start the habit of doing right because it is right.

Froebel's clear insight recognized the need of starting this, early in life, and his remarkable understanding presented a pattern—not in real life, for each of us has felt the shock of recognizing the imperfection of our pattern chosen from real life, but in that field where the child mind wanders free, where it makes for itself castles and domes, and towers and prisons, and princes and paupers, and whatever it will; where it enacts the scenes that real life suggests, and makes new scenes that we know nothing of; in the field, where the child mind practices to make perfect his understanding of life—the field of imagination—Troebel presents his pattern in the form of a Knight.

It is the privilege of the kindergarten to supply the best material for the making of a Knight, and there is plenty at her command—the story of King Arthur and the Sword in the Stone, stories and pictures of Galalead and of the Seat Perilous, the temptation of Christ in the Wilderness—history and mythology and art give a wealth of material to present, and each child makes his Knight—his ideal. No two children made the same picture, perhaps, as no two people have ideals that are identical, but the essentials are the same—all the Knights are strong and tender, just and kind, grieved at the sight of evil, seeking a chance to do some one some good.

If we are true kindergartners, we believe that "Discunb ludentes" (playing, they learn) the joy of possessing these knightly qualities.

KINDERGARTENERS' EXCHANGE.

I find that a large toy piano, a triangle, tambourine, gongs, sleigh bells, etc., help to keep up the interest in the rhythm work. Usually one child at a time, with one or the other of the above-named instruments, following the pianist with rhythmic beats. Often several children, each one with a different instrument, follow the pianist with rhythmic beats—two or three children beating four beats to the measure (4-4 times) while others beat two. Sometimes in 3-4 time we beat 1 and three beats to a measure. We also beat 2-4 and 6-8 time. The children call it a band, and think it great fun. Of course all this is done after the children have become familiar with the music, and have clapped it many times.

Greensboro, N. C.

I have what I call a bulletin board, 4 x 4 feet, made of soft wood and painted green. It stands about 18 inches from the floor and can be easily moved about. On this are thumb-tacked the pictures which illustrate our subject for the week or month, and sometimes those illustrating the story work. These pictures are first talked about and placed in the hands of the children on the circle, or at the tables—then they are put on the board,

where frequent references are made to them, and where the children may observe them again and again and talk over them in little groups, as I have often seen them do, during their free play periods. All of this, I hope, helps thm in this image-making period of their lives. These pictures are changed frequently, while those hanging on the walls are permanent.

ELIZABETH G. HEYWARD.

Greensboro, N. C.

I have found that the children take great delight in modelling with seed, and by means of this simple and inexpensive device, can have very good exercises in dispatch, sequence, form, etc.

I supplied my kindergarten by saving the seed from all the cantaloupes used for breakfast one summer. Let each child have a good handful of seed, and using them en masse, illustrate a song as it is being sung. All for baby (Finger Plays by Emilie Poulsson) is a good song to start with, as the child can make the ball while singing—

"Here's a ball for baby,
Big and soft and round."

The ball can easily be changed into a hammer while singing the next two lines—

"Here's the baby's hammer,
Oh, how he can pound!"

And so on through the song, the pictures can be changed as quickly as the lines mention a new object. A Little Boy's Walk in Summer is another song suited to this exercise.

M. E. W.

Washington, N. C.

After the children become familiar with a song that gives clear pictures to the mind, like Clap, Clap the Hands, or All for Baby from Emilie Poulsson's Finger Plays, give the children paper and scissors or paper and crayons, and ask them to make pictures of the song the piano tells us. Have the song played over and over during the period. The music keeps the children quiet, but not suppressed—the interest keen. Or, if preferred, the song may be sung during the period. This keeps the picture, in order, before the child's mind.

MARYBELL THOMAS.

Greensboro, N. C.

CHARLES DICKENS, THE POPULAR STORY TELLER.

(Continued from page 3.)

got back from a foreign tour, men on the street would say to one another: "I see Dickens is back again from Italy," or, "from America."

What made him so popular? Because he wrote about the singular life of the great city in which he lived, the life of clerks and lawyers, of shop-keepers and draymen, of money-lenders and borrowers, of men who were in prison for debt and of friends who paid to get them out, of dress-makers and actors; in short, of every kind of life in the teeming city. He seemed to have seen everybody; omitted nobody. People laughed at the funny things in other people's lives, and wept over the tragedies in humble homes.

His characters seemed to become real folks, and people thought of them as such. They knew Squeers, the schoolmaster, and Fagin, who trained little chaps to pick pockets, and Micawber, who was always waiting for something to turn up, and Barkis, who was "willin'" to marry Peggotty, and Sam Weller, with his strange testimony in court that floored the examining lawyer. They were all so life-like that people easily recognized them.

But it was not only in London or England that he was famous. He was known almost as well in America by his books. He came twice to America by invitation, to read from his works; and in every city he visited the largest halls were crowded to the doors. He was given $1,500 a night for his readings, the largest sum ever given a public reader.

He was a great worker, but he worked himself to death. When he was only fifty-eight years old he died suddenly one bright day in June.

He had expressed a wish that when he died he should have the simplest kind of a funeral, and that no announcement of the time and place for it should be made. But his friends could not have it so; and when the end came, they laid him to rest among many other illustrious dead in Westminster Abbey. And they were right in choosing his grave for him. England would have it so.

His Works.

The following is a list of his works in the order of their production:

1. Sketches by Boz, 1835-36.
2. The Pickick Papers, 1836-37.
3. Oliver Twist, 1837-39.
4. Nicholas Nickleby, 1838-39.
5. Old Curiosity Shop, 1840-41.
6. Barnaby Rudge, 1841.
7. American Notes, 1842.
A Christmas Carol, 1843.
9. Martin Chuzzlewit, 1843-44.
10. The Chimes, 1844.
11. The Cricket on the Hearth, 1845.
12. Pictures from Italy, 1846.
13. Dombey and Son, 1846-48.
14. David Copperfield, 1849-50.
15. Bleak House, 1852-53.
16. A Child's History of England, 1853.
17. Hard Times, 1854.
18. Little Dorrit, 1855-57.
19. A Tale of Two Cities, 1859.
20. The Uncommercial Traveler, 1860.
21. Great Expectations, 1860-61.
22. Our Mutual Friend, 1864-65.
23. The Mystery of Edwin Drood (unfinished), 1870.

SINCE TEACHER DID NOT KNOW.

It was in the primary class of a graded school in a Western city, and the day was the 22nd of February.

"Now, who can tell me whose birthday this is?" asked the teacher.

A little girl arose timidly.

"Well, Margaret, you may tell us," said the teacher.

"Mine," was the unexpected reply.—Everybody's Magazine.

Cleave then to the sunnier side of doubt,
And cling to Faith beyond the forms of faith!
She reels not in the storm of warring words,
She brightens at the clash of "Yes" and "No,"
She sees the Best that glimmers through the Worst,
She feels the snn is hid but for a night,
She spies the summer through the winter bud,
She tastes the fruit before the blossoms falls,
She hears the lark within the songless egg,
She finds the fountain where they talked "mirage."

—Tennyson.

YONAGUSKA: THE PROPHET OF THE CHEROKEES

By W. M. Marr, Trinity College.

Chief among the worthies of the Cherokee braves stands Yonaguska, or Drowning Bear. Born about the year 1763, probably in the ancient town of Kituwha at Governor's Island, on the bank of the Tuckasegee, reared among the everlasting hills inherited by him and his people from the Great Spirit long ages ago; saturated throughout his being from birth with an undying love for the mountains and his race, Yonaguska, as the wearer of the crown of feathers, came to be the most influential, the most powerful, the most prominent chief in the history of all the Eastern Cherokees. For a man who exerted such a wonderful influence for righteousness over a savage race, there must be a deserving place somewhere in history. Being as he was pre-eminently a peace chief, a speaker of marked ability, and a reader of human nature, he ruled the tribe with such mastery that the people both loved and feared him.

Yonaguska's name does not appear in connection with the early wars of the country, or with the treaties made between the nation and the Federal Government. When the Cherokees had been invited to go West in 1809 by Governmental authorities, Yonaguska petitioned President Jefferson to permit him with many others to remain behind in the home country, which was granted. From time to time he persistently refused to accept an invitation from the Government to go West, and would doubtless have shed his life-blood and that of his followers in defending his right. Throughout his career as chief, Yonaguska strove to maintain peace among the red men and the whites and by his marked ability in this sphere he may himself be considered rather as a wise counsellor and not a warrior.

Organization of a Temperance Society.

Without breaking the inevitable rule, the Cherokee Indians, as all other Indians when they come in contact with the pale faces, became addicted to the drink habit. When under the influence of wiskey no Indian need be trusted. He is a force of distruction and a frantic demon. Seeing the need of some laws regulating the life of the Indian, the Government has made it a misdemeanor for any one to sell strong drinks to any of that number.

Being a slave to whiskey himself, Yonaguska keenly felt its corruptive and weakening power, and set about to rectify the bad state of affairs among his people.

When sixty years of age he had a severe fit of sickness which led him off in a trance, and it was so heavy that all his people took him for dead. Restlessly they watched him for twenty-four hours, when it was decided to carry out the funeral ceremony according to the customs of the tribe. The tribe, 1,200 strong, assembled to consign the seemingly lifeless body of their beloved chief to the "Happy Hunting Ground. The mournful notes of the funeral songs began to mingle with the sad roll of the Lufty. Peaple marched around the body of their chief, again and again; then immediately there was a pause. The crowd became somewhat panic-stricken, for the dead had come back to life.

Stricken with fear and reverence the people listened with silence to the new prophet and reformer as he summoned their attention. He spoke with deep earnestness while he related his trip to the Great Spirit on the "Happy Hunting Ground." In substance his speech was as follows:

"Fellow Red men, don't be troubled about your chief. I have been in a trance, summoned by the Great Spirit to appear before him on business pertaining to the welfare of our people. On the 'Happy Hunting Ground' I held communion with my old friends who have been there for a long time, and they were so happy! Yet again I saw many white men who appeared to be very unhappy. The Great Spirit talked with me and told me that my time had not yet come to leave the world; that I had been a good and honest man, and that I must return to you and govern you with great care and affection so that I may finally go and be with him forever.

"I have returned to warn you of the deadly effects of whiskey. This drink must be banished from us. It has been, and will ever more so be my sole aim to promulgate your good. Your happiness is my chief concern. I am convinced that intemperance is the chief cause of the extermination of our own race who lived in contact with the whites. Red Men, stop your dissipation now!"

All the listeners were touched with sorrow, and were at once eager to do the will of their chief, and the Great Spirit. Turning to Mr. Thomas, who stood close by, Yonaguska directed him to write the following pledge:

> "The undersigned Cherokees, belonging to the town of Lualla agree to abandon the use of spirituous liquors."

The old chief was the first to sign the pledge, followed by all his tribe. The pledge was enforced to the letter, every violation of which was punished at the public whipping ground, or by a fine of about fifty cents. All fines thus collected were to be used in extending the boundaries of their own territory. This temperance society, the first to be organized among the Cherokee Indians, accomplished wonders. The chief himself an extremely dissipated man up to its organization, was never known to touch a drop of whiskey, even as a medicine, after his first prohibition lecture. The use of liquor among the band was entirely abandoned so long as Yonaguska lived. Yonaguska's people confided in him to the utmost, which gave him unbounded gratitude.

Adoption of Thomas.

It was for their good that Yonaguska adopted Thomas into the tribe when the boy was only fourteen years of age. Thomas's father and mother were both dead at the time, which circumstance led the old chief to adopt him as his son, and as such, gave him the name of Wil-Usdi, or "Little Will," under which name he was henceforth recognized in the tribe.

Yonaguska as an Orator.

As an orator it has been said that Yonaguska surpassed any other chief of his day. He was a master of the art of working on the feelings of others, and could paint his thonghts in the most brilliant and vivid of pictures. In addition to all this his thoughts were sound, and his arguments irrefutable. The most notable example of his reason and power as a speaker comes to us through one of Mr. Lanman's "Letters from the Alleghany Mountains," written May, 1848, from Qualla. Frequent pressure was brought to bear upon Yonaguska and his people to go West. He told that on the prairie he would have plenty of fertile land, abundance of gabe, a government of his own, and that the white man would oppress him no more. He spoke as follows in reply to the invitation as he stood surrounded by armed troops:

"I am an old man, and have counted the snows of al-

most eighty winters. My hair, which is now very white, was once like the raven's wings. I can remember when the white man had not seen the smoke of our cabins westward of the Blue Ridge, and I have watched the establishment of all his settlements, even to the Father of Waters. The march of the whites is still toward the setting sun, and I know that he will never be satisfied until he reaches the shore of the great water. It is foolish in you to tell me that the whites will not trouble the poor Cherokees in the Western country. The white man's nature and the Indian's fate tell a different story. Sooner or later one government must cover the whole continent, and the old people, if not scattered among the autumn leaves, will become a part of the American nation. As to the white man's promise of protection, they have been too often broken; they are like the reeds in yonder river—they are lies. North Carolina has acknowledged our title to the lands and the United States has guaranteed that title, but all this did not prevent the Governmeut from taking our lands by force, and not only that, but they sold the cows of the Indian and took his gun, so as to compel him to leave his country. Is this what the white man calls justice and protection? No, we will not go to the West. We wanted to become the children of North Carolina, and she received us as such, and passed a law for our protection, and we will continue to raise our corn in this very land. The people of Carolina have always been very kind to us, and we know that they will never oppress us. You say that the land in the West is much better than it is here. That very fact is an argument on our side. The white man must have rich land to do his great business, but the Indian can be happy with poorer land. The white man must have flat country for his plow to run easy, but we can get along even among the rocks o nthe mountains. We never shall do, what you want us to do. I don't like you for your pretended kindness. I always advise my people to keep their backs forever turned towards the setting sun, and never to leave the land of their fathers. I tell them that they must live like good citizens; never to forget the kindness of North Carolina, and always be ready to help her in time of war. I have nothing more to say."

These words point out to us one more instance as convincing evidence of the Cherokees undying love for their mountain homes. With the far-seeing vision of a prophet Yonaguska saw the inevitable downfall of the red skins. For diplomatic reasons he attempted to maintain the fellowship and good-will of the white men, esepcially in North Carolina. He held to the Indian faith to his death. Missionaries from afar were always considered as extremly suspicious characters by him. Soon after the first translation of the Bible was made into Cherokee at New Echota, the capital of the nation, a copy of Matthew was brought to Qualla, Yonaguska would not permit the book to be read to his people or studied by them until the same had first been read to him. After listening attentively to the first few chapters the old chief rmarked with a grunt in a cold and unsympathetic manner:

"Well, it seems to be a very good book. Strange, the white people are not better, after having had it so long."

Home Scene of Death.

Yonaguska remained on a reservation of 640 acres in the bend of the river, about two and one-half miles above Bryson City where present Governors Island now is, after the Cherokee lands on the Tuckasegee were sold by the treaty of 1819. This spot is the site of the once powerful Cherokee town of Kituwha. Afterwards he moved to the Big Bear farm on the western bank of the Ocona Lufty River a few miles from its mouth. After the removal, however, he was forced to gather his clan about him and settle on Soco Creek, in the Qualla Reservation, purchased by Mr. Thomas.

When Yonaguska realized that the time was near at hand for him to die, he had himself carried into the town-house on Soco, where lying on a bench he made his farewell talk to his warriors and those who were gathered about him:

"Braves: The time has now come when the Great Spirit wants me to go to the "Happy Hunting Ground," for my work is done. In that happy land I hope to keep watch over my people, and I will be sorry to see any of you break the temperance pledge, or yield to the command of the white man to go West. I will the chieftianship to my clerk and adopted son, "Little Will." I commend him to you as worthy of your respect, and earnestly entreat you to obey him as you have obeyed me. Swear before I go that you will never leave the graves of our fathers or my own."

Then wrapping the blanket of his couch about him Yonaguska lay back and died in peace in April, 1838, one year after the removal, in his seventy-fifth year. The braves carried the body of their chief out and buried it on the bank of the Soco about one mile below the old Macedonia mission. He now lies buried on the stream he loved so well, where a rude pile of stones mark his last resting-place.

Yonaguska left two wives and a great deal of property, which included an old negro slave name Cudjo who loved him very much.

Conclusion.

Mr. Thomas declared old Yonaguska was without a doubt the intellectual peer of John C. Calhoun. Whether this assertion is true or not, for Mr. Thomas's acquaintance with the public men of his day was extended throughout the nation, and his statement meant much when thus considered, we must admit that Yonaguska possessed unusual powers. With a commanding presence, standing six feet three inches, and a remarkably handsome presence, he possessed qualities which exerted a well-nigh omnipotent influence over his people. This influence was exerted in such a way as to ever tend towards their improvement. From a band of warriors and hunters he elevated his tribe into an agricultural community, where they could raise their own food and make their own clothing. Surely there is a place in history for such a man regardless of his race or color. From the lips of the old slave Cudjo uttered someitme after the death of Yonaguska, we heard words which mean much when said in behalf of an illiterate Indian:

"If Yonaguska had had larnin', I b'live he'd bin a very great man. He never low'd hisself called massa, 'caus, sez he, Cudjo war a brother of hissin' an' not his slave. He wuz a great frien' o' me, and when he died, I felt like I did no' care whe'r I live no longer meself; but Yonaguska he's gone, an' po' ole Cudjo he's still alive an' well."

COLOR YOUR OWN CRAYON.

Use Diamond Dyes, yellow for cotton ,oeslne, light blue, green, bismark, garnet, cardinal, red, crimson, violet, and purple for wool. Moisten the dye with a little cold water, then add a pint of boiling water. Bottle. Use for coloring crayons, maps, diagrams, and as a substitute for water-color for brush massing.—Wisconsin School Journal.

STUDIES IN NORTH CAROLINA POEMS

IX.—THE LIGHTWOOD FIRE.

By John Henry Boner.

The Author.—John Henry Boner was born in Salem in the year 1845. He learned the printer's trade and secured work in the United States Printing Office, Washington, D. C. It was during these days that he published his first work of poems and won fame. The little volume was called "Whispering Pines." His best verses were of the South, which he spoke of as "The Moon-loved Land." But of all places his heart turned first to the beautiful little city in which he was born.

Soon after he published the little book of poems he lost his place in the United States Printing Office on account of politics. This was in the days when the civil service law was not so widely extended. But his poems had brought him fame. Edmund Clarence Steadman, of New York, one of the foremost literary critics of the times, was delighted with Boner's poetry and secured work for him in New York. During the next few years he worked on several very important publications. Among them were two of the greatest dictionaries ever published—**The Century Dictionary** and **The Standard Dictionary.** He next became editor of one of the leading magazines in the United States—**The Literary Digest.**

He was now recognized as a literary man of much force. But his health began to fail, and finally broke completely. He was still poor, and in order to get money for a trip back home he published a little book of poems called "Some New Poems." He suffered greatly from pain and poverty and death came to him in March, 1903, and he was buried at Salem.

THE LIGHT'OOD FIRE.

When wintry days are dark and drear
  And all the forest ways grow still,
When gray snow-laden clouds appear
  Along the bleak horizon hill,
When cattle all are snugly penned
  And sheep go huddling close together,
When steady streams of smoke ascend
  From farm-house chimney's own,
A great log house, a great hearthstone,
  A cheering pipe of cob or briar
And a red, leaping light'ood fire.

When dreary day draws to a close
  And all the silent land is dark,
When Boreas down the chimney blows
  And sparks fly from the crackling bark,
When limbs are bent with snow or sleet
  And owls hoot from the hollow tree,
With hounds asleep about your feet,
  This is the time for reverie.
    Give me old Carolina's own,
    A hospitable, wide hearthstone,
    A cheering pipe of cob or briar
    And a red, rousing light'ood fire.

X.—SONG OF THE BUTTERFLY.

By Theophilus H. Hill.

The Author.—Theophilus Hunter Hill was born in Wake County not far from Raleigh, October 31, 1836. One of his grandfathers was a soldier in the American army during the Revolution and another served as chaplain in the army of George Washington. In 1853 the subject of this sketch became editor of a paper published in Raleigh, called **The Spirit of the Age.** While editing this paper he studied law and in 1858 was admitted to practice. A literary life, however, was more to his liking. He therefore gave up the law and from 1871 to 1872 he was State Librarian. Later he became editor of **The Century,** a paper published in South Carolina.

Theophilus Hunter Hill was a pure nature lover, and his poems are best when his subjects are drawn from the woods and fields. His poems are contained in three small volumes. The first was published in Raleigh in 1861 and was called "Hesper and Other Poems." It was the first book published under the copyright law of the Confederate States. His second book was simply called "Poems" and was published in New York in 1869. His third book contains his best poems. It was called "Passion Flower and Other Poems" and was published in Raleigh in 1883. The rest of his life was devoted to literary work. He died in Raleigh June 29, 1901.

SONG OF THE BUTTERFLY.

I.

"Who is merrier than I?"
Quoth the golden Butterfly;
"In the shining court of May,
Whose apparel half so gay?
I reflect each sparkling hue
Of her radiant retinue;
I have kissed the lily's cheek;
I have played at 'hide and seek,'
Veiled Violet, with you!
Who is merrier than I?"
Quoth the golden Butterfly.

II.

"I have flirted, too, with thee,
Tremulous Anemone!
And the blue-eyed pimpernel,
And the Canterbury-bell
Are superlatively blest,
Should I, for a moment, rest
Down in yonder glassy dell:
Little do they dream that I
From their soft caresses fly,
But to breathe the rare perfume
of the pale magnolia bloom;
Or to spend a listless hour,
In the cool, secluded bower
Of the pining Passion Flower!
Blither wooer, who than I?"
Quoth the gallant Butterfly.

III.

"When the shades of evening fall,
Like the folding of a pall;
When the dew is on the flowers,
And the mute, unconscious Hours
Still pursue their noiseless flight,
Through the dreamy realms of night;
How delightful to recline
On this crimson couch of mine!
Zephyrs, languid with perfume,
Gently rock my cradle-bloom;

Glittering host of fireflies
Guard my slumbers from surprise,
And Diana's starry train,
Sweetly scintillant again,
Never sleep while I repose
On the petals of the rose!
Who hath balmier bed than I?"
Quoth the brilliant Butterfly.

IV.

"Life is but a Summer day,
Gliding goldenly away;
Winter comes, alas! too soon,—
Would it were forever June!
Yet, though brief my flight may be,
Fun and frolic still for me!
When the sisterhood of flowers,
Having had their gala day,
In the chill autumnal showers,
Sorrowfully fade away,—
Doomed to darkness and decay,—
Who would not prefer to die—
What were life to such as I?"
Quoth the flaunting Butterfly.

Current Thought from our Exchanges and Reviews

AMERICAN HISTORY IN SCHOOLS.

By Woodrow Wilson.

In almost every school history there is a map of the present,day United States printed on the first page. That is the first mistake. If you tell the student at the start what the United States has become, you make it impossible for him to realize the feeling of those settlers back in the seventeenth century. The student in his historical voyaging should approach this country in the same spirit as did the old discoverers; it should as far as possible be an unknown land for them.

You can't cajole children back into the seventeenth century. They have lived in the twentieth century—worse luck—and they know the high building, the railway, the telegraph, and the steamboat. This shrunken world that we live in nowadays is bound together by rail and wire; it is not the boundless world of the seventeenth century.

The key to the proper method of teaching history is to get the children back into the atmosphere of those old times. Let them imaginatively come in the caravels of Columbus, believing that they are to discover the East Indies; let them sail on the Half Moon and believe with Hendrick Hudson that they have discovered the Northwest Passage.

Let the children realize that those old Puritans in their knee breeches and steeple hats were Indian-fighting frontiersmen just as much as the Westerner with his slouch hat and bucking broncho. The key to American history is this man of the frontier. And down to the year 1890, the right place to feel the pulse of American life was on the frontier. I say down to 1890 because our census-makers then announced that they could no longer find a frontier.

Let the children get a sympathetic impression of these men and they will better understand the spirit of their country than if you talk to them of political liberty. There is not one of you that knows what political liberty is. I'm sure I don't. Until we got the Philippines we thought that political liberty resided in certain institutions. The Filipinos are enjoying liberty, too, so we are told, but by another method. Tell the children what our forefathers came to this country for, and then tell them that the Filipino, denied these selfsame things, is still enjoying liberty, and you have given the children a tough morsel for their mental digestion.

I do not believe that the true history of America, the history that will give us a living picture of our past, will be written in our generation. We are domed to be creatures of our own day, all bustle, and no refreshment; a day of cold steel and hard fact. We are in such a hurry that we no longer have time to sit down and dream dreams, and no people make any intellectual advance unless they do dream their dreams.—Texas School Journal.

MARK TWAIN'S FIRST SCHOOLDAYS.

In Harper's for November Albert Bigelow Paine, whom Mark Twain chose to be his authorized biographer, contributes a most interesting article on the boyhood of the great humorist and his first schooldays.

"A certain Miss E. Horr was selected to receive payment for taking charge of little Sam during certain hours each day, directing him mentally and morally in the meantime. Her school was then in a log house on Main street (later it was removed to Third street), and was of the primitive, old-fashioned kind, with pupils of all ages, ranging in advancement from the Primer to the Third Reader—from the tables to long division, with a little geography and grammar, and a good deal of spelling. Long division and the Third Reader completed the curriculum in that school. Pupils who decided to take a post-graduate course went to a Mr. Cross, who taught in a frame house on the hill facing what is now the public square.

"Miss Horr received twenty-five cents a week for each pupil, and opened her school with prayer, after which came a chapter of the Bible, with explanations, and the Rules of Conduct. Then the A. B C class was called, because their recital was a hand-to-hand struggle, requiring no preparation.

"The Rules of Conduct that first day interested little Sam. He calculated how much he would need to trim-in to sail close to the danger-line and still avoid disaster. However, he made a mis-calculation during the forenoon, and received warning; a second offence would mean punishment. He did not mean to be caught the second time, but he had not learned Miss Horr yet, and was presently startled by being commanded to go out and bring a stick for his own correction.

"This was certainly disturbing. It was sudden, and then he did not know much about the selection of sticks. Jane Clemens had usually used her hand. It required a second command to get him headed in the right direction, and he was a trifle dazed when he got outside. He had the forests of Missouri to select from, but choice was difficult. Everything looked too big and competent. Even the smallest switch had a wiry, discouraging look. Across the way was a cooper-shop with a good many

(Continued on page 15.)

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If you wish to be instructed read Miss Evelyn Royall's article, "What Visiting Has Done for My Grade."

Now that you have tried them, aren't the adopted books better than the old books. Honest Injun!

Are you planning to have a County Commencement this year? It is worth the time, labor and expense.

Do you ever exhibit the work of the pupils? They would be pleased to see that you appreciate their efforts.

Are you reading the books in Reading Course? Do they make you think more about the work in the schoolroom?

A school fair at the end of the year would be a good thing. Let it be in connection with your county commencement.

No, Mary, the world does not consider that a teacher has sacrificed herself in a district unless the pupils have been taught, even if the pay is small.

There is great need just now for the study of economic questions. The different occupations in the community could be discussed with interest and profit.

Remember February 22. The schools should celebrate this day with appropriate exercises. You can secure "George Washington Day" programs from the office of State Superintendent of Public Instruction.

The children of the community have been under your care several weeks. Suppose you take an inventory, and see what they have accomplished since they were entrusted to you. How much progress can you note?

The teacher who has gained some insight into child nature, and some skill in presenting the materials of education so that they will appeal to the young and arouse proper responses in them, will make a success in the school room.

JUNO AND ST. VALENTINE.

Valentine was a Christian martyr, who, according to Roman legend, was arrested and thrown into prison about the year 270 A. D. He was kept in prison for a long time, but was finally beheaded.

Such is the recorded history of a good old saint who lived at a time when pagan deities—Jupiter, Juno and a host of others—were still very near to people. Now it so happened in those days that

"Juno, who presides
Supreme o'er bridegrooms and o'er brides,"

had numerous sanctuaries scattered throughout the ancient world, where the first Lady of Heaven was worshipped especially by the women, for she was the chosen guardian of women, and was considered the finest type of matronly virtues and dignity. All the lovely maidens worshipped at Juno's shrine and looked for omens of a happy marriage. Therefore, Juno's festivals, The Matronalia, in Rome, were always celebrated about the 14th of February with much pomp.

When Brother Valentine was in prison, as the story goes, his keeper was instructed to win him back to idolatry, but instead was himself converted to Christianity.

In order, therefore, to preserve the Matronalia and at the same time immortalize a good old saint, maids and bachelors continued to worship at the shrine of Juno, but history decided to call the event St. Valentine's Day. Such is the irony of history. But young folks will be young folks.

THE DEPARTMENT OF SUPERINTENDENTS AT ST. LOUIS.

The Department of Superintendents of the National Education Association will meet at St. Louis on February 27, 28, 29. The headquarters will be at the Planters Hotel. As many superintendents as possible should attend this meeting. Since the North Carolina City Superintendents do not meet this winter many superintendents should plaan to attend the National Association. This is probably the strongest Educational Association in America. The school boards could well afford to pay your expenses. School boards in other States encourage the superintendents to attend and defray their expenses.

A STATEMENT FROM SUPERINTENDENT AVENT.

Messrs. Editors:—In the January issue of **The North Carolina Education** I note that you say, in reporting the meeting of the Teachers' Assembly, "A new organization was born—the Association of Grammar Grade Teachers." I am sure that you in the rush of work and amid the busy cares of life have just forgotten that this association was organized at Goldsboro in February, 1910. I am not sure, but think, that the meeting was reported in **The North Carolina Education** in either the first or secand issue thereafter. Yes, notwithstanding the extremely bad weather that co-incided with the meeting, twenty-eight grammar grade teachers met at that time in Goldsboro at our invitation, executed a program and

perfected an organization. The most of the program was in the nature of round table reports on work done in the grammar grades. The meeting was addressed, however, by Profs. M. C. S. Noble and J. H. Highsmith. At the last session of that meeting, which lasted two days, the following officers were elected: Miss Eliza Stevens, Goldsboro, President; Miss Lillian Campbell, Washington, Secretary. At the Raleigh meeting of the Teachers' Assembly this organization was officially recognized and adopted as a section of the Assembly.

To show the interest taken in the original organization, it may be well to add that some of the teachers came from so far away as Washington, Hertford and Laurinburg. This is an important organization of the teachers in an important department of school work.

RECEPTION AND LUNCHEON IN HONOR OF U. S. COMMISSIONER OF EDUCATION, P. P. CLAXTON.

It is the intention of the National Committee on Agricultural Education and some of the departments of the N. E. A. to give an informal reception and luncheon in honor of our new United States Commissioner of Education. It is certainly fitting that the educators of the United States should show their loyalty to Commissioner Claxton in his new work. At this time when he is inaugurating so many new movements, he will especially appreciate a reception from his many friends. This is to be made the more important and enjoyable because most of the food to be served is furnished by the Domestic Science Departments of the schools and colleges of the United States. This is to emphasize the great movement for Industrial Education. The subject of Dr. Claxton's address will be "The Relation of the Federal Government to Education and the Interest of the Nation in Education for Service."

Arrangements have been made so that any one who is connected with a school contributing to both the menu and the exhibits hall get their ticket for $1.00, while those contributing only to the decoration or the menu, the ticket will be $1.50. If they are not assisting any school to contribute, the price will be $2.00.

One of the objects of the reception is to arouse public interest in the necessity of persuading Congress to make adequate appropriations for Dr. Claxton's work. As Dr. Claxton is from the South it is very important that those of us who live in the South should show enthusiastic interest in this reception.

MEDICAL INSPECTION OF RURAL SCHOOLS IN GUILFORD COUNTY.

The last Legislature of North Carolina enacted a law authorizing the counties to appoint a Superintendent of Health for his whole time.

This bill was approved and became effective in February, 1911. In June the County Board of Health of Guilford County appointed Dr. Ross County Superintendent of Health, appropriated $2,500 from county funds for his salary and expenses, and stipulated that he should devote his entire time to the public health work.

Dr. Ross took up the work on July 1st; opened office in Greensboro; purchased an automobile; and began a sanitary inspection of all the public school-houses in the county. . . . . .

Now that the public schools have opened, he has taken up the medical examination of the children in the rural schools. He met the teachers in their first monthly meetings; enlisted their co-operation; taught them how to make the preliminary examination; gave them printed forms for their report to the county school superintendent of children neeting attention. These reports are just beginning to come in. At the time of my visit, nineteen schools, with a total enrollment of 902 pupils, had reported 108 as needing medical examination. This means that for every nine children in these rural schools, one is sufficiently defective for the teacher to recognize the defect as needing attention. Our first visit on Thursday morning was to a country school with 106 pupils; of these, nine had been reported for examination; of the nine, eight were found to be severe cases of adenoids and bad tonsils. Two children who had not been reported were found needing attention. And this first examination is limited to the graver defects.

The teacher is present at the examination; the nature of the defect is explained to her; she is given a card signed by Dr. Ross notifying the parent and advising that the child be taken to the family physician for treatment; she is asked to hand this card to the parent in person if at all convenient and to report the results of her interview to the Superintendent Health. The teachers seem to welcome the opportunity to give this service. The teachers co-operate also in securing the specimens to be examined at the laboratory for intestinal parasites. Hookworm infection in this county seems to be very light.

During the school term Dr. Ross will visit the eighty-five rural schools of the county and will give this kind of examination to the 12,000 children in the country schools.

He has undertaken, and with every promise of success, to get reliable vital and mortuary statistics and prompt report of all contagious diseases from the physicians of the county. On Friday morning I went with him seventeen miles out into the country, nominally to disinfect a house after a case of diphtheria; the real object of the journey was to show two physicians how to disinfect a house and to enlist their co-operation in giving him prompt, full, and accurate reports.

The smallpox situation in the county has been bad; the State Board of Health does not enforce vaccination; Dr. Ross has had his County Board to adopt a regulation that after January 1, 1912, no child will be permitted to attend a public school in Guilford County without a certificate of vaccination. This order has met with strong opposition in a few communities. Certificate forms have been supplied; the local physicians are doing the work; Dr. Ross is visiting the protesting communities and teaching the people by public lectures.

On a certain Friday night he went seven miles out into the country where an anti-vaccination league had been formed. The night was dark and the roads were muddy, but 112 people filled the school-house to see the lantern show and hear the lecture. The story of smallpox and vaccination was told in pictures, most of them local. Then he gave them in the same way the story of typhoid and tuberculosis. When he closed, his audience called for pictures of hookworm disease. These he had cut out of this lecture to give double time for smallpox. Since July 1st he has given thirty-five lectures over the county on these four subjects.

Teachers' Reading Course for Home Study

Under the Direction of J. A. BIVINS, State Supervisor of Teacher Training

A Four Year Course of Home Study for Teachers
Leading to a Diploma for All Who Complete It

THIRD YEAR'S COURSE, 1911-1912

LESSON V.---PROGRAM FOR A ONE-TEACHER AND A TWO-TEACHER SCHOOL

By E. C. Brooks, Chair of Education, Trinity College, N. C.

In December we discussed the daily program and school organization. I am giving below two programs: (1) for a one-teacher school, and (2) for a two-teacher school. In each program the schedule of recitations provides for seven classes in the primary and grammar school grades. You will notice that the program is based on a six-grade school, rather than a seven-grade school. You will find that I have provided for five daily recitations for all the grades above the first grade.

Program for a One-teacher School: Seven Classes.

Hour.	Subject.	Grade.	Time.
8:45— 9:00.	—Opening Exercises.	—All.	15
9:00— 9:10.	—Phonics.	—Beginners.	10
9:10— 9:20.	—Pbonics and Spelling.	—1st Reader.	10
9:20—10:00.	—Arithmetic.	—2-6 Grades.	40
10:00—10:10.	—Spelling in Reading.	—2d Reader.	10
10:10—10:20.	—Pbonics.	—Beginners.	10
10:20—10:30.	—Reading.	—First Reader.	10
10:30—10:40.	—Recess.	—Recess.	10
10:40—10:45.	—Writing.	—First and Beginners.	5
10:45—11:00.	—Reading.	—2d Grade.	15
11:00—11:15.	—Reading.	—3d Grade.	15
11:15—11:30.	—Reading or History.	—4th Grade.	15
11:30—11:45	—Reading or History	—5th Grade.	15
11:30—11:45.	—Reading or History.	—6th Grade.	15
12:00— 1:00.	—Recess.	—All.	
1:00— 1:15.	—Language.	—1st and Beginners.	15
1:15— 1:30.	—Language.	—2d, 3d and 4th.	15
1:30— 1:55.	—Language.	—5th and 6th.	20
1:50— 2:00.	—Phonics.	—Beginners.	10
2:00— 2:10.	—Reading.	—First Reader.	10
2:10— 2:20.	—Spelling.	—2d Reader.	10
2:20— 2:30.	—Recess.	—All.	10
2:30— 2:40.	—Spelling.	—3d and 4th.	10
2:40— 2:50.	—Spelling.	—5th and 6th.	10
2:50— 3:00.	—Nature.	—1st.	10
3:00— 3:10.	—Nature.	—2d.	10
3:10— 3:20.	—Geography of Nature.	—3d.	10
3:20— 3:30.	—Geography of Nature.	—4th.	10
3:30— 3:45.	—Geography of Nature.	—5th.	15
3:45— 4:00.	—Geograpby of Nature.	—6th.	15

This program is arranged on the basis that there are five hours and forty minutes for recitations, and that each pupil sbould recite at least five times daily, including spelling and writing. Reading, history, spelling, language, and geograpby should each come four times a week, instead of some five times and others two or three times a week.

PROGRAM FOR TWO-TEACHER SCHOOL.

First Division or the Primary Grades.

Four Classes: Beginners, First Reader, 2d Grade, 3d Grade.

Hour.	Subject.	Time.
8:45— 9:00.	—Opening exercises for all.	15 Minutes.
9:00— 9:10.	—Beginners—Phonics.	10 Minutes.
9:10— 9:20.	—First Reader—Spelling.	10 Minutes.
9:20— 9:40.	—2d Grade—Reading.	20 Minutes.
9:30—10:00.	—3d Grade—Reading.	20 Minutes.
10:00—10:15.	—Beginners—Phonics or Reading.	15 Minutes.
10:15—10:30.	—First Reader—Reading.	15 Minutes.
10:30—10:45.	—Recess for All.	15 Minutes.
10:45—11:25.	—Number Work and Arithmetic for All.	40 Minutes.
11:25—12:00.	—Language, Writing or Composition for All.	35 Minutes.
12:00— 1:00.	—Recess for All.	1 Hour.
1:00— 1:10.	—Beginners—Phonics.	10 Minutes.
1:10—1:20.	—First Reader—Spelling.	10 Minutes.
1:20—1:40.	—2d Grade—Reading.	20 Minutes.
1:40— 2:00.	—3d Grade—Reading.	20 Minutes.
2:00— 2:15.	—Beginners—Phonics or Reading.	15 Minutes.
2:15— 2:30.	—First Reader—Reading.	15 Minutes.
2:30— 2:45.	—Recess for All.	15 Minutes.
2:45— 3:10.	—Drawing or Nature Study for All.	25 Minutes.
3:10— 3:25.	—2d Grade—Spelling.	15 Minutes.
3:25— 3:40.	—3d Grade.—Spelling.	15 Minutes.
3:40— 4:00.	—Assignments and Preparation for Next Day	20 Minutes.

Second Division: or the Intermediate and Advanced Classes.

Four Classes: 4tb, 5tb, 6th Grades and Advanced Work.

8:45 9:00.	—Opening Exercises.	15 Minutes.
9:00— 9:30.	—Spelling for All.	30 Minutes.
9:30—10:00.	—4th and 5th Grades—Arithmetic.	30 Minutes.
10:00—10:30.	—6th and Advanced Grades—Mathematics.	30 Minutes.
10:30—10:45.	—Recess for All.	15 Minutes.
10:45—11:00.	—4th Grade—Reading or History.	20 Minutes.
11:05—11:25.	—5th Grade—Reading or History.	20 Minutes.
11:25—11:45.	—6th Grade—Reading or History.	20 Minutes.

11:45—12:00.—	Advanced Literature or History.	15 Minutes.
12:00— 1:00.—	Recess for All.	1 hour.
1:00— 1:20.—	4th Grade—Language or Composition.	20 Minutes.
1:20— 1:40.—	5th Grade—Language or Composition.	20 Minutes.
1:40— 2:05.—	6th Grade—Language or Composition.	25 Minutes.
2:05— 2:30.—	Advanced Language or Composition.	25 Minutes.
2:30— 2:45.—	Recess for All.	15 Minutes.
2:45— 3:00.—	4th Grade—Geography or Nature Study.	15 Minutes.
3:00— 3:20.—	5th Grade—Geography or Nature Study.	20 Minutes.
3:20— 3:45.—	6th Grade—Geography or Nature Study.	20 Minutes.
3:40— 4:00.—	Advanced—Geography or Nature Study.	20 Minutes.

Reading, history, spelling, language, and geography should each come four times a week, instead of some five times and others two or three times a week.

MARK TWAIN'S FIRST SCHOOL.

(Continued from page 11.)

shavings outside. One had blown across and lay just in front of him. It was an inspiration He picked it up, solemnly entered the school-room and meekly handed it to Miss Horr.

"Perhaps Miss Horr's sence of humor prompted forgiveness, but discipline must be miantained.

" 'Samuel Langhorne Clemens,' she said (he had never heard it all strung together in that ominous way), 'I am ashamed of you! Jimmy Dunlap, go and bring in a switch for Sammy.' And Jimmy Dunlap went, and the switch was a sort to give the little boy an immediate and permanent distaste for school. He informed his mother when he went home at noon that he did not care for school; that he had no desire to be a great man; that he preferred to be a pirate or an Iudian and scalp or drown such people as Miss Horr. Down in her heart his mother was sorry for him, but what she said was that she was glad there was somebody at last who could take him in hand."

HOW TO SECURE A LIBRARY.

There is positively no excuse for any school district for not having a library. There are so many ways in which one may be secured that it would seem that any teacher who has not tried one or more ways ought to pinch himself to see if he is really awake.

If you want to build a permanent library in your school, the following suggestions will help you:

(1) Ask your School Board to provide one.

(2) Interest some philanthropist citizen to make a proposition to give as much money towards the library as the school will raise.

(3) Have the school boards make such a proposition to the school.

(4) Interest the community in your library and have the children make a canvass among your citizens for subscriptions for a library.

(5) Give a school entertainment of a series of entertainments, and charge a small admission fee.

(6) Have a series of spelling matches with other districts, to which a small admission fee is charged.

(7) Secure a good lecturer, with whom you can clear some money on the sale of tickets.

(8) Have all pupils agree to contribute a penny each week during the term.

(9) Give a tea or supper, asking the co-operation of the mothers.

(10) Celebrate national holidays and commemorate birthdays of notable men; charging a small admission fee.

(11) Market: get contributions of edibles, fruits, vegetables, confections, pastry, etc., and have a market day for pupils and patrons.

(12) Have a school exhibit of the agricultural products of your pupils and charge a small admission fee, or depend upon the generosity and liberality of your patrons to make donations of money—a silver offering from everybody. If you have Manual Training, show the products of the skill of your pupils.—The Ohio Teacher.

PARODIES AS AIDS IN TEACHING HEALTH PRINCIPLES.

It is very difficult to make health teaching personal enough to be valuable. In too many cases the child studies about health as though it were something foreign to him.

Dr. W. H. Allen, of New York, a great enthusiast upon the matter of health, insists that many health lessons may be enforced by the use of parodies. He thinks that the parody, because it amuses the child, will fix and rivet his attention upon the lessons to be taught. To illustrate what he had in mind, Dr. Allen composed the following parody upon the familiar rhyme, "Mary Had a Little Lamb":

Mary had a little cold
  That started in her head
And everywhere that Mary went
  That cold was sure to spread.

It followed her to school one day
  (There wasn't any rule),
It made the children cough and sneeze
  To have that cold in school.

The teacher tried to drive it out,
  She tried hard, but—kerchoo!—
It didn't do a bit of good,
  For teacher caught it, too.

—Indianapolis Educator Journal.

THE FOURTEEN ERRORS OF LIFE.

The fourteen mistakes of life, Rentoul recently told the Bartholomew Club, of London, are:

To expect to set up our own standard of right and wrong and expect everybody to conform to it.

To try to measure the enjoyment of others by our own.

To expect uniformity of opinion in this world.

To look for judgment and experience.

To endeavor to mold the dispositions of everybody alike.

Not to yield in unimportant trifles.

To look for perfections in our own actions.

To worry ourselves about what cannot be remedied.

Not to alleviate if we can all that needs alleviation.

Not to make allowance for weaknesses of others.

To consider anything impossible simply because we ourselves happen to be unable to perform it.

To believe only what our finite minds can grasp.

Not to live as if the moment, the time, the day, were so important that it would live forever.

To estimate people by some outside quality, for it is that within which makes the man.

THE CHILD AFFECTED BY PHYSICAL CONDITIONS.

By Mrs. Ira T. Turlington.

A child is, from a physical standpoint, a developing plant, and is peculiarly sensitive to his physical surroundings. That the room should be warm enough or cool enough for comfort, that the air should be pure, that his seat should be comfortable, that the light shall strike his work at the right angle, that his eyes shall fall upon pleasant things when he lifts them from his work, are all vastly important to the small body, unused to the restraints which to the adult organism have become an old story. The child has a grievance against the school-room. It curtails his liberty. It must be a pleasant prison or he will be but a rebellious inmate.

There is one point in this connection which I think does not receive the attention it merits, and another which I have heard but one other person refer to at all. The first is the matter of chalk dust in the air. It is most irritating to the respiratory organs, and while I am not advertising anybody's dustless crayon, I do wish all the school-rooms might be emancipated from the common chalk crayons.

The other point is the barometric state of the atmosphere. Pigs squeal when it is going to rain. When the clouds come down and settle around us the nervous systems of the little animals we are training feel oppressed. I do not know of any remedy for this, but the teacher will do well to give the strained nerves of the children a little extra liberty by means of some pleasing exercise or song or game that will charm away the evil spirit. My little folks have learned that I feel for them under those atmospheric conditions. A little boy lifted his hand the other day and with a doleful face said: "Mrs. Turlington, we can't be good to-day, the air is pressin' on us so."

The child's physical nature calls for comfortable and pleasant surroundings because he is as a growing plant and needs the most favorable conditions for his proper growth, but that is not enough. He is more than a growing plant. He is a growing animal. His small powers, his muscles, his nerve force fiercely resent the curbings, the restrictions that are necessary in the well-disciplined school-room. It is not that he wishes with his mind to make the one hundred and one turns and twists and contortions which so nearly drive his teacher to the insane asylum. He simply wishes it with his body, and not having enough mind power to put his body power into abeyance, he can only follow his strongest leading—unless he has some outlet for the bottled-up energy. The little motion songs and school games and busy work prove a safety valve.

Scientists tell us that there is a higher reason than the one just given for this kind of school work, or school play, whichever we please to call it. They say that each part of the body is controlled by a certain part of the brain and is in turn the controller of that part of the brain. If the little finger is left undeveloped there is a corresponding area of the brain, of the mind, which has not its proper development. Many little children come to school with their bodily powers so poorly developed that they are unable to tear a folded paper smoothly into two equal parts. Those same children, I have noticed, have bluntness of understanding. With this thought in mind, shall we not find a dignity in the little motion songs? And tearing paper into strips and making the strips into chains is not such trivial work after all if by it the learning fingers strike even a faint echo of development in the immortal part of the child.

ASHEBORO COURIER FOR REAL SCHOOLS.

Those of you who are ridiculing the farm life school, and talking about culture in meaningless terms, read this from the **Asheboro Courier**:

"We have children here in North Carolina and these children are willing and anxious to work and do well. We must add to our schools something of more value than loading down the children with books, for which too high a price is often paid. The sensible thing to do is to see that in all rural schools agriculture, manual training and domestic sience should be taught as well as so much book learning. Few teachers are fitted. They must be trained as they are needed now, and the county superintendent should spend five days every week visiting the schools. Shall we dilly dally about this important matter? The people are demanding more of the school workers and the school officials. While it is true there has been much improvement in a way in public education, there is a neglect of duty in many places."

MY FIRST SCHOOL TEACHER.

I see her as she used to stand
  Beside the school-house door,
The while some twenty noisy boys
  Went trooping in before,
A shepherdess in Arcady,
  A saint of far off days,
Whose only guerdon from the world
  Was peace in quiet ways.

I often marked the anxious look
  That came into her face
If so it happened that she missed
  Some urchin from his place,
As well as never failing smile
  That greeted lessons learned;
And, too, that dreaded thing, her frown,
  When punishment was earned.

Not that she frowned in anger. It
  Was grief that filled her breast
When impish prank or sullen mood
  Of ours disturbed its rest.
"My boys," she called us, for she loved
  Us, were we dull or bright,
And never boyish trouble came
  But she could set us right.

As gentle as a mother's was
  Her touch and soothing words
Till little aching hearts were made
  As gleeful as a bird's.
To her was given the gift of gifts,
  The charm of charms—to mend
The broken things of life, for she,
  Was counsellor and friend.

No doubt she had her hour of woe,
  And yet her face was fair,
And girlhood's graces lingered still,
  Though silvered was her hair.
For me she lives, one gravely sweet,
  Old memories among,
Although she sleeps, as many such,
  Unlaurelled and unsung.

—Rochester Post-Express.

News and Comment About Books

Eldridge's Child's Reader in Verse. By Mrs. Emma L. Eldridge. Cloth, 12mo, 112 pages, with illustrations. Price, 25 cents. American Book Company, New York, Cincinnati, and Chicago.

A simple and attractive collection of rhymes, written from the standpoint of the child. Each one is intended to impress some valuable lesson. They are grouped together under such general headings as: The Child at Home, The Child at School, The Child Out-of-Doors, Other Children, etc. The illustrations are numerous and most attractive, representing well the ideas embodied in the verses.

American School Readers. By Miss Kate F. Oswell and Dr. C. B. Gilbert. Primer and six volumes of Readers. The Macmillan Company, New York.

This new series of readers is worked out on the principle that "if yon want children to learn to read well, you must give them something that they will want to read." In contents of reading matter and illustrations, these seven books form an extremely attractive array of literature for children who are to learn how to read well. So carefully has every detail been executed with a view to interesting the young learner that the publisher, upon every point, simply say, "Try it with the children." The Primer and first four Readers are now ready; the fifth (416 pp.) now in press is to be followed soon by the sixth (560 pp.) under the title of the American Literary Reader.

Jane's Second Year Latin for Sight Reading. By Arthur L. Janes, Boys' High School, Brooklyn. Cloth, 12mo, 238 pages. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

This book is intended to follow the intensive reading of Books I and II of Caesar's Gallic War. It is designed to develop the pupil's power to translate by furnishing him with a wide range of choice in sight reading, including the more interesting parts of Books V. VI, and VII of the Gallic War, important and highly entertaining selections from the Civil War, and six of the more attractive Lives of Nepos. All new words are printed in full-face type in the text where they first occur. These words with their meanings and forms are given in page vocabularies. The footnotes include the meanings of the less usual words, unusual meanings of common words, hints on derivation and translation, and synonyms.

Turner's Our Common Friends and Foes. By Edwin A. Turner, Director of the Practice School, Illinois State Normal University. Cloth, 128mo, 143 pages, with illustrations. Price, 30 cents. American Book Company, New York, Cincinnati, and Chicago.

This is a collection of original stories, relating to the toad, the quail, the bumblebee, the chickadee, the ant, the cabbage butterfly, the mosquito, and the fly. It is intended for use for supplementary reading in the third and fourth years of school. The stories are pleasantly told in an easy, straightforward manner, which will attract and hold the interest of young readers. The economic problems relating to the treatment of these familiar friends and foes are well presented, and in a manner that will lead to practical results outside and beyond the schoolroom. The pictnres not only are attractive, but illustrate accurately the subjects under discussion.

Dutton's Little Stories of England. By Maude Barrows Dutton, Author of Little Stories of France, Little Stories of Germany, etc. Cloth, 12mo, 256 pages, with illustrations. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

This book for supplementary reading in the upper grammar grades is the latest addition to the well-known and popular series of Eclectic Readings. The subjects of the stories are men and women who have been prominent in the development of the English race. The stories, which are told in simple language, are short enongh not to weary the child, and are arranged in chronological order. The book forms a good basis for the study of English history and gives yonng folks in some respects a better idea of the English people and their achievements and characteristics than could be gained from the study of a formal textbook.

Dryer's High School Geography. Parts I and II, Physical and Economic. By Charles R. Dryer, Professor of Geography and Geology, Indiana State Normal School. 8vo, half leather, 340 pages, with maps, diagrams and illustrations. Price, $1.20. American Book Company, New York, Cincinnati, and Chicago.

This textbook treats the leading facts and principles of geography as factors in the human struggle for better living, that is, for the highest possible civilization. A brief treatment of physical geography forms the necessary basis for further study. In this section preference is given to those features and processes which have directly helped or hindered man in his progress. In the second part of the book, on economic geography, the point of view is reversed, and the outlines of household management practiced by the great human family in its terrestrial home are presetned against the background of the natnral earth already shown. The style of the book is clear, precise, and logical; while three hundred maps, diagrams, and illustrations from photographs make plain graphically the points touched upon in the text.

Japanese Fairy Tales, Second Series. Illustrated in colors by Sanchi Ogawa. A supplementary reader for the third and fourth grades. Cloth, 96 pages, price 50 cents. Rand McNally & Company, Chicago and New York.

The Second Series of Japanese Fairy Tales by Teresa Peirce Williston, if anything, is even more fascinating than the first. The book opens wide to American children a field of imagination which until the First Series appeared was enjoyed only by the little people of the East. Delicate and fine in conception, these stories with their pictures of Oriental life, their atmosphere of magic and mystery, naturally have a strong attraction, not only for the child of the East, bnt for all other children. A reading list of attractive books about Japan is a feature of the reader. Suggestions for Teachers which include dramatic, language, and art work, dancing, plans for the Feast of the Dolls, The Feast of the Flags, and the Feast of the Cherry Blossoms could hardly present for the little reader pleasures and occupations of greater interest.

Andrew's Practical Course in Botany. By E. F. Andrews, formerly Instructor in Botany, High School, Washington, Ga., and Wesleyan College, Macon, Ga. Cloth, 12mo, 384 pages, with illustrations. Price, $1.25. American Book Company, New York, Cincinnati, and Chicago.

This textbook for secondary schools brings the study of botany into close touch with the practical business of life by emphasizing its relations with agriculture, economics and sanitation. The subject matter is arranged in the natural order of development, the seed, its germination and growth, being treated first. The two final chapters of the book are devoted to the relation of the plant to its surroundings, and to the consideration of a few typical cryptogams. Technical language is used only when demanded by scientific accuracy. The work does not require a complete laboratory equipment, and all the experiments can easily be performed by the pupils themselves. The suggestions for field work and practical questions are features that will prove

exceptionally helpful, both to teacher and pupil. The illustrations are frequent and accurate, and are of great value in the elucidation of the text.

Anderson's Best Fairy Tales. Translated by Alice Corbin Henderson. A supplementary reader for the first two grades. Illustrations in color by William P. Henderson. Cloth, 200 pp. Price, 45 cents. Rand McNally & Company, Chicago and New York.

This selection includes such stories as are within reach of the young child's understanding, and such, moreover, as exhibit the widest range of Andersen's versatile genius. Based upon a literal translation and retold in simple and dramatic form, a new energy is imparted to almost every sentence in the book, and this without sacrificing the deft humorous touches, the philosophy and spontaneity, that have made Andersen renowed as a story-teller. Andersen's own story—a veritable wonder tale—is told so capitally in story form that the child will read it as if it were in truth one of the delightful fairy tales that make up the collection. A supplementary list of fairy tales and Suggestions to Teachers provide helpful material for the classroom, or reading hour, and William P. Henderson's illustrations, in flat color masses, directly appreciable by the child, complete the charm of this unusual little book.

Heroes and Greathearts and Their Animal Friends. By John T. Dale. Cloth. 71 illustrations. 60 cents. D. C. Heath & Company, Boston.

The purpose of this book is to awaken admiration for heroes and a desire to imitate those who have combined goodness, greatness, and the spirit of kindness. The numerous anecdotes of statesmen, philanthropists, poets, explorers, and authors, in which their friendship and love of animals is briefly and vividly set forth, will exert a potent influence. One chapter is devoted to great generals and their horses, and tells of Grant, Sherman, Lee, and Custer. There are pictures of both Grant and Lee(and many other famous people, including Queen Victoria, Bismarck, Garibaldi, Lincoln, Cleveland, Daniel Webster, Gladstone, Audubon, Sir Moses Montefiore, Burns, Browning, Dumas, Dickens, Longfellow, Whittier, Scott, Stevenson, etc. There are also many pictures of animals reproduced from the work of great artists. The poems interspersed with the anecdotes are of exceptional value because of the manner in which they develop sympathy and consideration for the helpless. The book is full worthy of the dedication that the author has made to "those young in years or young in heart who aspire to kindliness without ostentation and gentleness without servility."

A doctor prescribed rest and change for a small boy, saying that his system was quite upset. After he had gone the little boy said:

"I knew I was upset, mamma, because my foot's asleep, and things must be pretty bad when you go to sleep at the wrong end."

Dr. Henry Louis Smith, President of Davidson College, has been elected President of Washington and Lee University at Lexington, Va. He has not indicated whether he will accept or not.

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What Can Be Done With the Howell Primer

The chief purpose of an elementary reading book is to make its students independent readers. The test of an elementary reading book is the ability of the class to read without help literature they have not previously studied.

This test was made at Christmas time by a number of teachers, who had been using the Howell Primer with their beginners. The publishers sent out a booklet entitled The First Christmas. This is the story of the birth of Jesus and of the visit of the Wise Meu; and it is, for the most part, in the words of the King James Version of the Bible.

Children that had finished the Howell Primer were able to read this story. The class of Miss Mary K. Kilpatrick, of Wakefield, N. C., had begun the Howell Primer in September and had finished it by Thanksgiving Day. She wrote, as follows, to the publishers of the Howell Readers, on January 16th:

From Miss Mary K. Kilpatrick, Wakefield, N. C.:

"My class of thirty-two began in September, and the pupils are now more than half through the Howell First Reader. At Christmas they ready the story of The First Christmas, and several read the whole story at sight, except the words Saviour and Nazareth."

The Howell Primer gets results.

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Library Day in the Lenoir Schools.

The first effort made in the Lenoir graded schools to establish a library in each grade room of the school was begun on December and the results were far ahead of the expectations of the superintendent and teachers of this institution. Every child in the different grades, from the first grade to the high school, bestirred himself and worked faithfully. A day was set apart as "Library Day" by the school, when each scholar was to report to his respective grades the amount of money collected for this purpose, and the grades in turn reported to the superintendent.

Of the fourteen different rooms, each made a fine showing and the neat sum of $71.19 was secured for the libraries. This money will be used to purchase books for a library in each grade suitable for the pupils occupying the grade.

Illiterates in Durham County.

One of the most interesting features of the annual report of Superintendent C. W. Massey to the Board of Education, which has been in session for the past two days, was the fact that there are only 47 whites between the ages of 12 and 21 in the country districts, who are unable to read and write. The report also shows that the illiterate blacks in the country districts are only 141, making a total of 188 people in the country school districts who are unable to read and write.

To the people who have not ketp up with the progress of the school work, these figures are surprisingly low. While there are no figures in the County Superintendent's office regarding the illiteracy in the city of Durham, Mr. Massey thought as a general proposition the proportion would hardly exceed that of the country. This would give the total number for the whole county something less than 500 people who must be classed as illiterates. When it is considered that the population of the county is about 35,000, it will be readily seen that the percentage is very small.

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Composition on Good Roads.

The Asheboro Courier offers a prize to one pupil in every grade in every school in Randolph County for the best composition on good roads. The prizes were to have been awarded the first day of February. In his instruction to the teachers, the editor said:

"Every teacher in every grade of every school is requested to induce every pupil who can write to prepare these compositions on good roads. It will aid in encouraging a good roads sentiment in every school district in the county. Teachers should prepare and deliver short talks on good roads to the pupils at least once a week. The children must be educated on these matters, and the best way to do it is for the teachers all over the county to teach the value of good roads and do it every day during the term.

"Much can be accomplished in this way toward creating a healthy good roads sentiment.

"Had the teachers in our schools begun twenty years ago in this county persistently until the present there would have been a net-work of good roads throughout the county, and Randolph County, with its superior natural resources, would have been the leading county in the State.

"We are having sent to every teacher and school committeeman literature on good roads from National and State Departments of good roads. We are also having sent to teachers and school committees this literature on good roads, and request a careful study of it, and if you believe in good roads make yourself an evangel of good roads and equip yourself with information to do missionary work and keep everlastingly at it until victory perches on our banners."

Rules for Entering the Boys' Corn Clubs.

The rules for entering the Boys' Corn Clubs are as follows:

All members must be under 18 years of age, August 1, 1912.

Each boy must plant one acre of corn (4,840 square yards), doing all the work himself, except that small boys may hire their land broken.

Each member must keep a record of his work, amount of manure and fertilizer used and make out a report on the special blank which will be furnished him.

Each member must read the instructions sent him by the Department of Agriculture.

Have you a club in your school?

Write to your County Superintendent of Prof. I. O. Schaube, Raleigh, N. C., for further instructions.

Renew promptly and you need not miss a single issue of **North Carolina Education.**

Good Meeting of Columbus Teachers.

The opening address of the teachers' meeting at Whiteville, Columbus County, on November 25th, 1911, was made by Mrs. Annie Cox, of Gride. Subject, "The Best Way To Secure Attendance." For thirty-three years Mrs. Cox has been a teacher in the schools of this county. The picture she drew of the school and the teacher of those early days was the best possible index of the changes since then. The little log schoolhouse, the rough-hewn benches, the teacher, who "did her best" on the

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North Carolina

princely salary of seventy-five cents per day, all these the audience saw as she pictured them in graphic language. Mrs. Cox's idea as to securing attendance is for the teacher to visit the parents of her pupils, thus trying to secure their co-operation and judging the child's home surroundings. The address was crammed with practical information and good, sound sense. If there is a teacher in America today who deserves the Carnegie pension, it is Mrs. Cox.

Papers on the best way of overcoming the objections of some parents to having their children taught anything but "the three R's," and "How best to lay the foundation of true culture in the pupil," were read by Misses Leila Laurence, of Chadbourn, and Carrie Sledge, of Fair Bluff, respectively. These young ladies had faithfully studied their subjects and the results showed tact, discretion and good judgment..

It is not often the privilege of a teachers' meeting to hear such an address as Prof. Smithwick's on "Teaching as a Profession." Deep culture, long experience, devotion to his profession, high ideals for the work, practical ideas as to applying the laws of teaching, all abounded in it. The keynote seemed to be "Work, Hope, Love." Especially the speaker dwelt upon sincerity in life and the work, upon proper training of mind, and character, upon sympathy with childhood and youth.

The association received and accepted an invitation to meet with the teachers of Chadbourn in January. The handsome new high school building at that place will then be completed, it is hoped, and the meeting will serve as a "house-warming."

S. F. W.

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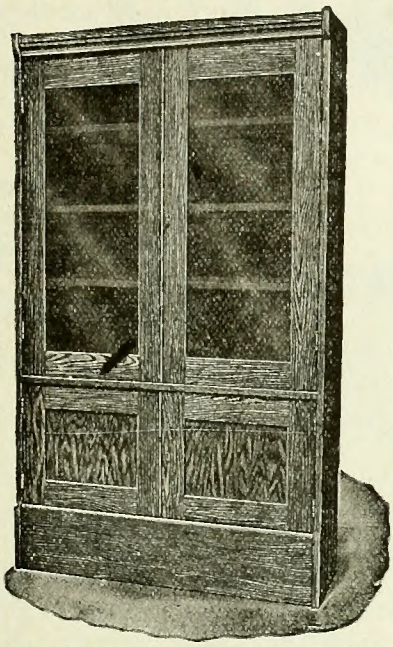

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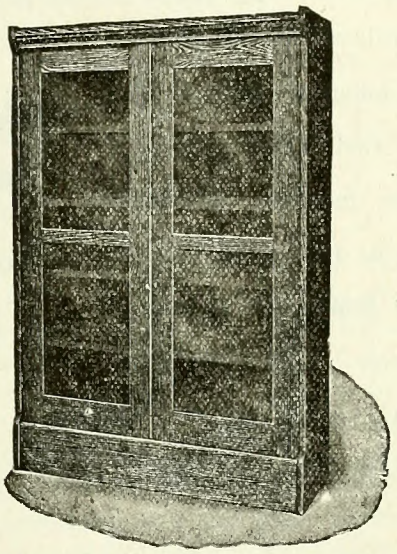

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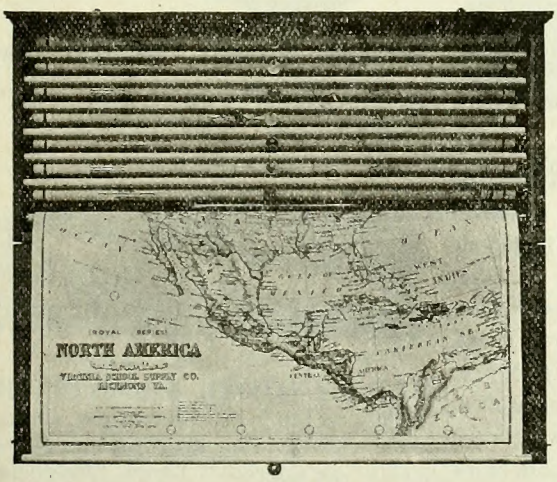

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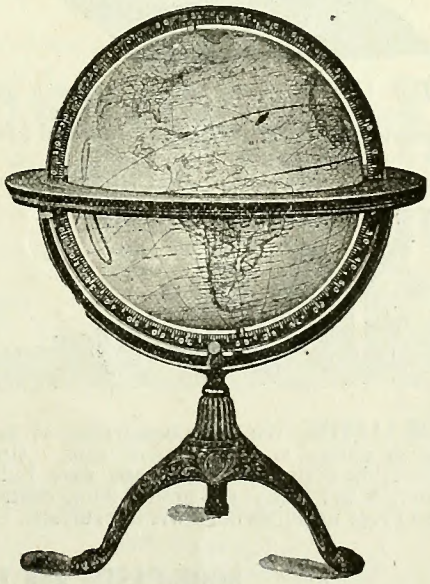

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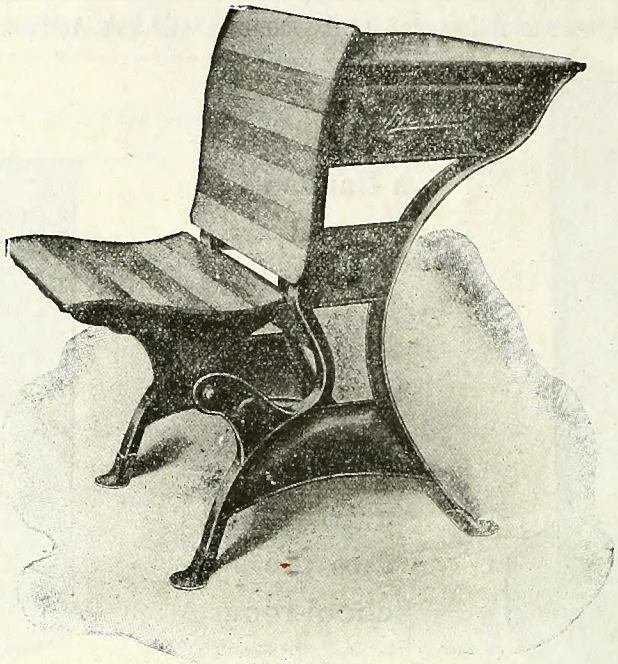

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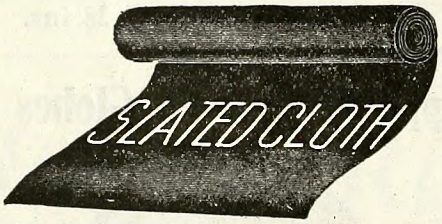

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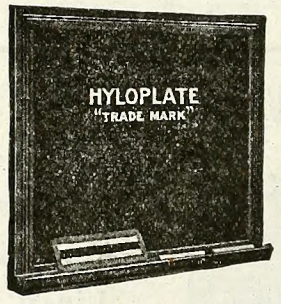

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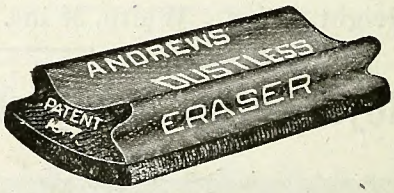

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NORTH CAROLINA

EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

Vol. VI. No. 7. RALEIGH, N. C., MARCH, 1912. Price: $1 a Year.

Prayer for Children Who Work

O thou great Father of the weak, lay thy hand tenderly on all the little children on earth and bless them. Bless our own children, who are the life of our life, and who have become the heart of our heart. Bless every little child-friend that has leaned against our knee and refreshed our soul by its smiling trustfulness. Be good to all children who long in vain for human love, or for flowers and water, and the sweet breast of Nature. But bless with a sevenfold blessing the young lives whose slender shoulders are already bowed beneath the yoke of toil, and whose glad growth is being stunted forever. Suffer not their little bodies to be utterly sapped, and their minds to be given over to stupidity and the vices of the empty soul. We have all jointly deserved the millstone of thy wrath for making these little ones stumble and fall. Grant all employers of labor stout hearts to refuse enrichment at such a price. Grant to all citizens and officers of states which now permit this wrong the grace of holy anger. Help us to realize that every child of our nation is in very truth our child, a member of our great family. By the Holy Child that nestled in Mary's bosom; by the memories of our own childhood joys and sorrows; by the sacred possibilities that slumber in every child, we beseech thee to save us from killing the sweetness of young life by the greed of gain.

—WALTER RAUSCHENBUSCH.

State Library

MARCH, 1912

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A Page of Briefs, Comment, and Suggestions

IN OUR NEW OFFICE.

The lateness of the appearance of North Carolina Education for last month and this was due to the office-moving ordeal through which the publisher has been passing. But he is moved now into new and better quarters. When you come to Raleigh, call at the new office. It will be easily found if, when leaving the Union Station, you take the walk to your left diagonally across the square. Our new office is at 121 West Hargett street, in the new Biblical Recorder building.

TO COUNTY SUPERINTENDENTS.

A few days after you receive this copy of **North Carolina Education**, you will receive a list of teachers at the post offices in your county to whom the journal is sent regularly. Please criticise and correct it and then return it promptly. You may find out from an examination of the list why an occasional teacher complains of failure to receive the journal.

Also kindly furnish us a list of the teachers in your county who do **NOT** subscribe to North Carolina Education but who might subscribe if sample copies and subscription blanks were sent them.

A NAME THAT SHOULD NOT HAVE BEEN OMITTED.

From a list of Governors of North Carolina printed in North Carolina Education for January, the name of Governor Jarvis was omitted, manifestly through oversight of printer or editor. The introduction to the list gave the number of Governors as 47, while the list contained but 46, and Governor Thomas M. Holt was assigned to Pitt County. This dereliction was courteously pointed out to us by Mr. R. E. Brickhouse, Principal of the Woodland Graded School, who pays a just tribute to Governor Jarvis, one of the wisest Governors the State ever had.

If our readers will further criticize and perfect that list of Governors, it will give us pleasure to print it again properly revised.

THE REMOVAL OF DR. HENRY LOUIS SMITH.

Of late years North Carolina has made rich contributions to the leadership of thought in Virginia, but we doubt whether we have ever given the Old Dominion a man who will render as efficient and lasting service as will Dr. Smith.

Dr. Smith comes of a family that has figured in the religious and educational life of this State for many years, and therefore by inheritance he had a right to do great things. His work at Davidson has been a great work, which we at this close distance can scarcely measure with any degree of accuracy, but in coming years it will loom up larger, because it is work that was faithfully and thoroughly done, not for effect, but for standing the test of time.

From a small denominational college he has brought that institution to the front rank, so that now Davidson's diploma means something in the scholastic world.

While we regret more than we can express the loss to this Synod of Dr. Smith, we do not criticise nor question the wisdom of his choice. He will have a great field for his talents, and we congratulate Washington and Lee upon securing him.

It is no small thing to fill the chair once occupied by General Lee, and to live in the Valley of Virginia ought to be glory enough for any man.—Presbyterian Standard.

THE DAILY PROGRAM CORRECTED.

In February Education we publshed two programs: One for a one-teacher school, and one for a two-teacher school. We made the mistake of beginning the days' work at 8:15. We should have begun at 8:30. This will make a slight change in the program of each before the first recess. These were merely tentative outlines. I have asked the teachers of Durham County and elsewhere to send me copies of their daily program, giving the number of pupils in each class, and in doing so criticise the program published in the February number. After receiving these criticisms and programs, it is my purpose to work out another schedule of recitations which will be published in pamphlet form for the Durham County teachers to follow. It will be published also in a later number of Education. In this way I hope to give the teachers some help in organizing their classes. The corrected program is found below. I am giving only the work to the first recess. There is no change after the first recess.

Program For One-Teacher School: Seven Classes.

Hour	Subject.	Grade.	Time
8:30- 8:40	Opening exercises....	All	10 min.
8:40- 8:50	Phonics	Beginners	10 "
8:50- 9:00	Phonics and Spelling.	1st Reader	10 "
9:00- 9:50	Arithmetic	2nd-6th Grades	50 "
9:50-10:00	Spelling in Reading..	2ndReader	10 "
10:00-10:15	Phonics	Beginners	15 "
10:15-10:30	Reading.....	1st Reader	10 "
10:30-10:40	Recess	All	10 "

Program For Two-Teacher School.

First Divisions or the Primary Grades.

Four, Classes: Beginners, First Readers, 2nd Grade 3rd Grade.

Hour	Subject.	Time
8:30- 8:40	Opening exercises for all....	10 Minutes
8:30- 8:40	Opening exercises for all....	15 "
8:40- 8:55	Beginners—Phonics	15 "
8:55- 9:10	First Reader—Spelling	15 "
9:10- 9:20	2nd Grade—Spelling in the Reading	10 "
9:20- 9:40	3rd Grade—Reading	20 "
9:40- 9:55	Beginners—Phonics or Reading	15 "
9:55- 10:10	Ist Grade—Reading.....	15 "
10:10-10:30	2nd Grade—Reading	20 "
10:30-10:45	Recess for all	15 "

Second Division: or the Intermediate and Advanced Classes.

Four Classes: 4th, 5th, 6th Grades and Advanc'd Work.

Hour	Subject.	Time.
8:30- 8:45	Opening exercises	15 Minutes
8:45- 9:00	Spelling—4th and 5th Grades	15 "
9:00- 9:15	Spelling for 6th and advanced	15 "
9:15- 9:50	4th and 5th Grades—Arithmetic	35 "
9:50-10:30	6th and Advanced Grades—Mathematics	40 "
10:30-10:45	Recess for all	15 "

CAN OUR SCHOOL LIBRARIES RENDER A LARGER SERVICE?

By Louis R. Wilson, Librarian, University of North Carolina.

Two publications recently issued by the Carnegie Foundation and by Mr. Arnold Bennett have given shock to the American educational conscience by asking the rather gratuitous questions: "Are American educational institutions efficiently managed from the point of view of business?" and "Are we as a people cultivating a high mental efficiency?" The former publication points out many instances of unnecessary duplication of expense in our larger educational agencies and attempts to suggest plans by which needless expense and waste may be converted into increased efficiency. The latter inveighs, and with right, against the general non use of mental faculties and urges the duty of attaining a condition of high mental development.

Naturally a kind of injured resentment has characterized the answers which have suggested themselves to such of us as have attempted to reply. But after all, if we can forget the uncomfortable, injured state of mind to which they gave rise, it may be well worth while to consider the questions seriously as they apply to educational activities generally and to North Carolina school conditions in particular. It may do us good to have asked of us the questions: "Do we make our boast that we make a dollar go further educationally in North Carolina than others do elsewhere?" and "Do we utilize completely every part of our educational machinery in the development of the highest mental efficiency?

It is not my purpose to attempt an extended answer to the double question, but as a librarian keenly interested in every phase of library work, I wish to raise the question as it may apply to our school libraries and to attempt an answer to it. The school library as an educational agent has been with us sufficiently long to justify a considerable of the benefits which it has bestowed upon North Carolina and the larger benefits which may be derived from it in the future. If I have correctly observed the working of the 2,500 school libraries of the State, I am convinced that they have rendered an unusually large service. To particularize in three instances will suffice:

Permanent Value of the Rural Library.

First, as a result of the establishment of the school library system North Carolina's attention has been sharply drawn to a fact of which it will never lose sight, namely: that it is as essential to the welfare of the State to continue the education and instruction of its citizens through reading in their after school life as it is to teach pupils to read in their school days. Education is a life process and must be continued as long as life is continued. The general acceptance of this point of view by the State is in and of itself sufficient justification.

Second. Thousands of children have formed the reading habit and through life will carry on with open minds their search for truth as it is revealed in books.

Third. Here and there throughout the State some boy or girl or father or mother has felt the subtle, energizing power of some great book and by its impelling force has been fired with noble ambition or led into larger spiritual freedom and content.

Suggestions For Its Improvement.

One adverse criticism, however, must be made. These benefits, though splendid, have not been as wide in their application as they might have been. It is with the hope that their aplication may be made more general that I offer the following suggestions:

First. Every teacher in the State should realize once and for all that the library is not a supplement or ornamental appendage to the school, but that it is complementary to the work of the school and the after life of the pupil are to be properly rounded out.

Second. Those who choose the books for the libraries should provide only such books as are so interesting and vital that the pupils and community cannot fail to find pleasure and profit in them, whether their reading is properly directed or not. The present list for primary schools is excellent, but unduly brief. The secondary schools are without an official list to choose or get suggestions from.

Third. Provision, if possible, should be made by which the library can be constantly brought to the attention of the pupils in an interesting way and the book collection should never be allowed to become stale. The latter can be accomplished by adding the "Fifteen Dollar" libraries. It could be better done by operating a system of traveling libraries within the various counties, or by securing traveling libraries from the Library Commission. If either of these plans should be adopted reference books would form the permanent part of the collection and general works of fiction, biography, travel, history, etc., would be supplied by the traveling libraries. If the county plan should be adopted the non-duplicated collections could be shifted interchangeably from school to school by the county board of education and superintendent. If the Library Commission plan should be followed the traveling collections would be distributed upon request to schools from the central office of the commission. Both plans work admirably and are employed in twenty or more of the States.

Fourth: Legislation, if necessary, should be secured by which boards of education in the wealthier counties which have city libraries at their county seats could be empowered to contribute a part of the school fund to the city library and in return receive from the city library the loan of interesting collections for the county schools. In this way the larger skill of the city libraries in applying books to the needs of the children and their more advanced methods of library administration could be transferred to the school to its very great advantage. A county tax, if necessary, could appropriately be levied for such a purpose as for a special kind of school. Such a provision is embodied in the school and public library laws of a number of States and is far past the experimental stage.

Fifth: Although there are 2,500 school libraries in the State, teachers have not received sufficient instruction in the proper use of the library. The important work of instructing teachers in children's literature and simple library administration methods has yet to be begun. This branch of study has not been included in the program outlined for the conduct of teachers' institutes and our department of pedagogy have not given it consideration. This is by far the most serious weakness of the present system and contributes more than any other cause to the limitation of its service The training required to remove this limitation need not be exhaustive or burdensome, but some training is absolutely essential.

THE SCHOOL LIBRARY: HOW TO USE IT AND CARE FOR IT

By Miss Florence Ledbetter, Dover High School.

[Read in Craven County Teachers' Meeting, New Bern, N. C., February 3, 1912.]

The great need of most of our schools is not larger libraries but a larger use of the books already available. Too frequently the library in the rural school, like the parlor in the rural home, is opened only when company comes. In the majority of schools in the country the teacher will point you with pride to a library of really commendable books, but when you ask about the circulation, you are told that the books are rarely read. The use of a school library depends almost entirely upon its location and upon the teachers; if the latter never visit it and never refer pupils to it, the library room will soon become a sort of haunted chamber which no one will voluntarily enter.

Library Should Do Three Things.

As teachers, we should see that the library does three things for the school: (1) Makes the lessons more interesting; (2) provides training in the use of books; and (3) cultivates the habit of reading.

We should use the library as a laboratory for work in history, geography, and language. Children enjoy finding things for themselves, and it cultivates the habit of research. Avoid formal reports and aim for spontaneous expression. Expect each child to be brimming over with interest in some book.

Again, it is well frequently to assign supplementary readings and allow class time for reports on outside work. But it is advisable for the teacher to look up questions before assigning them to her class. In this way, she will avoid giving questions which possibly the library cannot answer and those which require too long a search. And above all, each pupil should understand clearly what information is desired.

At other times the teacher may encourage library work by asking questions which will arouse the curiosity of the pupils and start search for information. That plan for waking up the history class as outlined in the January issue of **North Carolina Education,** is a case in point. Ask each child to name the greatest man America has produced (omitting Washington.) Upon receiving the replies, which will be various—Franklin, Jefferson, Lincoln, Lee, & etc.—ask each to give reasons for his selection. This will reveal the paucity of their knowledge; whereupon each pupil should be cited to books containing information on his hero. At the same time the teacher will announce a free-for-all debate for a certain day—at which time each child will be given an opportunity to defend his choice.

Training in the Use of Books.

In order to provide training in the use of books as tools, some such methods as the following might be resorted to: Require from the pupil a bibliography of the resources of the library on a given subject. Or, let them see who can find most about some subject in a given time in some certain book or books. Much time is wasted by students not knowing where to look, for what to look, and how to look in getting information. Few pupils even in the High School know how to use an unabridged dictionary and its appendix, how to find what they want in an encyclopedia, or the difference between an index and a table of contents. If a few hours were given each year to instruction in the use of looks, it would not only enable the student to do more intelligent work while in the High School, but would send him forth equipped with a power that will be of inestimable value to him if he enters college, and of equal, if not greater importance to him, if his education must henceforth be obtained at the "people's university—the public library."

As regards the duty of the school to cultivate in the child the reading habit, Ex-President Eliot has the following to say: "The good school should guide the child's reading from its earliest years, protecting it from rubbish, and leading it into real literature. For, as means of lifelong intellectual growth—there is nothing better than good books, even although one's daily occupation leaves but a few minutes a day for reading. School and college can do nothing better for the rising generation than to implant this habit, and that public education which does not implant it on a great scale has, in good measure, failed."

Suggestions For Encouraging Reading.

1. Let the teacher first find out what each boy and girl cares most about, cultivate any decided aptitude and awaken new interests.

2. Encourage home-reading and thereby incidentally interest the patrons, as well as the children, of the school in good literature. To illustrate, a child carries home a book from the school library, and possibly the father is a man who has had almost no educational advantages and has read but few books. He picks it up and soon becomes interested. That may be the beginning of the formation of a habit that will broaden his horizon and that will not only give him a great deal of pleasure, but will result in his securing for his children better educational opportunities than he himself had.

3. Substitute a good book for the poor one that is undermining the child's character. For, as hardly anything can accidentally touch soft clay without leaving an impression, so hardly can any reading interest a child without contributing in some degree (though the book itself afterwards be wholly forgotten) to form the character.

4. Allow individual reading in the school-room when the lesson is learned.

5. Read a "starter" from a big book or from a neglected one which is really worth while.

6. Choose a hero for each month—Columbus, Paul Jones, King Arthur, Robert Bruce, etc., and read about him, talk about him, and learn about his life and times. Or, select a subject for study and discussion—coal, Indians, Eskimos, birds, China, etc. The opening exercise period might be devoted in part to work of this nature.

7. Discuss interesting people in books. A debate on the comparative merits of certain boy heroes in books may result in more discriminating selection of ideals.

8. Read short stories to the children to correct faults or to teach admirable qualities of character. Do not do this too often, and do not point the moral; leave the children to make their own application. Examples of five minute stories capable of being used in this way are: On Boasting: Esop, "Rat and the Elephant"; on Cleanliness: Kingsley: "Tom and the Water-baby"; on Fidelity: Baldwin, "Damon and Pythias," etc.

9. Plan an annual "Library Day" with program from one author, talks about the books, readings, a debate and talk about raising more money for the school library.

Care of the Library.

In teaching the care of books the school library offers a splendid opportunity for training students in a funda-

mental civic virtue—a wholesome respect for the rights of others. When a child tears or soils a book, he has not only deprived his classmates of the pleasure of reading a clean, attractive book, but he has violated one of the fundamental principles of good citizenship. If each student will exercise due care, all may have a continuous supply of clean books. Example is better than precept, and teachers should handle even text-books with the greatest care.

If the school library is unsightly, have a thorough house-cleaning. Books, dirty and ragged beyond repair, should be withdrawn, even though the size of the library is greatly reduced; books which require rebinding should be put aside until they can be sent to the binder; and those having minor defects should be carefully mended. For mending books use paste, never glue or mucilage, and the less the better. It is impossible to teach students to handle books carefully and to keep them clean, if the library is full of dirty, ragged books.

Having put the library in good condition, the next thing to be done is to explain how to handle books. It will be necessary to warn even High School students about marking books, turning down the corner of the leaves, laying an open book face downward, etc.

It would be an admirable plan for all libraries to have pasted in the front of each book a label bearing the words: "Property of" followed by the name of the school. The loss of many books might in this way be prevented.

It might add to the child's interest in drawing library books if he were provided with a card and made to feel that the latter gave him a special right to get a book just when he wanted it—or, at least, at stated times. Needless to say, his requests should always be promptly attended to by the person in charge and that person should always be at his post, too. Again, the children's interest might be kept alive by making public announcement of the arrival of any new books, thus causing the feeling that the library is really growing.

What Books Should Be in the Library.

Regarding the contents of the library, there should be, first of all, despite their expensiveness, a few good reference books. It is astonishing how much can be done with an Unabridged Dictionary and the World Almanac. Nearly everything that is not in the dictionary is in the almanac; current events, recent statistics of all kinds, government institutions, etc. Add to these an encyclopedia and as many magazines as the school can afford, and the library is fairly well equipped to do good reference work.

For the rest, there should not be lacking books that appeal to children—fairy tales, stories of gods and heroes, Uncle Remus, animal stories. One rural library in the State gave the children much delight by purchasing fifty copies of five-cent classics from the Owen Publishing Company, Danville, N. Y.

Finally, in order to stimulate the intellectual life of the community, the rural library might be supplemented by a reading-room. The Bunn High School last year conducted such a reading-room for the benefit of the young men of the community who were not in school. They expended about $14 for a number of standard weekly and monthly magazines such as the Outlook, World's Work, Success, American Boy, Youth's Companion, The Progressive Farmer, and others. There were also included all of the free bulletins of the State and National Departments, covering the subjects of agriculture, home economics, and health. The room was open on Tuesday and Friday nights, and young men of the whole district were invited to come, and **in their working clothes, too.** The result was that had you stepped in at the Bunn's school on one of the above-mentionped in at the Bunn's school on one of the above-mentioned nights you would have seen from fifteen to twenty young men (and some old ones) in thier plowing clothes and brogans reading with quiet earnestness the record of the world's events. All the magazines and papers were filled in the book-case, and, for the benefit of the stay at-homes, the children were allowed to take anw of them home except the current numbers and to keep them for a few days. the current numbers an dto keep them for a few days. Thus the reading-matter circulated, and the usefulness of the library was felt and appreciated throughout the community.

A PROGRAM FOR PEACE DAY EXERCISES

Arranged by Charles L. Coon, President North Carolina School Peace League, Wilson.

The American School Peace League has set apart May 18th as Peace Day. The North Carolina branch of the League would like to see this day or some other day observed as Peace Day in all our schools. The following program is suggested. It may be used for the opening exrecises for one or more days, if no more formal attention can be paid to the matter:

WHEN THERE SHALL BE NO WAR

(Isaiah 2, verses 2-4.)

(To be read by the Teacher.)

SONG: PEACE ON THE EARTH.

It came upon the midnight clear,
That glorious song of old,
From Angels bending near the earth
To touch their harps of gold;
"Peace on the earth, good will to men,
From Heaven's all gracious King":
The world in solemn stillness lay
To hear the angels sing.

Still through the cloven skies they come
With peaceful wings unfurled,
And still their heavenly music floats
O'er all the weary world;
Above its sad and lowly plains
They bend on Heavenly wing,
And ever o'er its Babel sounds
The blessed angels sing.

For lo! the days are hastening on,
By prophet-bards foretold,
When with the ever-circling years
Comes round the age of gold;
When peace shall over all the earth
Its ancient splendors fling,
And the whole world sends back the song
Which now the angels sing. Amen.

—E. H. Sears.

PRAYER (ALL.)

Oh, make Thou us, through centuries long
In peace secure, in justice strong;

Around our gift of freedom draw
The safeguards of thy righteous law:
And, cast in some diviner mould,
Let the new cycle shame the old!

—Whittier.

LET THERE BE NO VIOLENCE: Matthew, Chapter Five.

(To be read by the Teacher.)

THE MOTHER'S FEAR OF WAR.

No mother nurses her baby boy and rears him to manhood without dread that his life may in its prime be cut off by the merciless bullet. She looks forward to old age in the hope and faith that that boy, in the vigor and strength of manhood, will be her comfort, support, and glory. There never was a time since the beginning of days that woman longed for bloodshed or the carnage of war, and the more fully she realizes its waste and destruction the more earnest will become her opposition. Nowhere in the world is she so potent a force in public life as in this country, and you may be sure that force will be ere long concentrated in steadfast opposition to war and in favor of the settlement of international disputes by arbitration.

SONG: RING IN THE LARGER HEART.

(Tune: Ward Lowell Mason—L. M.)

Ring out a slowly dying cause,
And anclent forms of party strife;
Ring in the nobler modes of life,
With sweeter manners, purer laws.

Ring out the false pride in place and blood,
And civic slander and the spite;
Ring in the love of truth and right,
Ring in the common love of good.

Ring in the valiant man and free,
The larger heart, the kindlier hand;
Ring out the darkness of the land,
Ring in the Christ that is to be.

—Tennyson.

WHAT WAR COSTS THE UNITED STATES.

(Reading.)

These figures tell their own sad story. Will you, when you get to be a voter, vote this burden on your country? The Secretary of the Treasury for the year ending June 30, 1910, reported the following expenditures:

For the Army	$158,172,957
Navy	123,974,209
Pensions	160,696,416
All other purposes	216,861,809
Total	$659,705,391

Note that $442,843,582 was spent for the army, the navy, and for pensions (past wars.) Think of it! The United States Treasury spends $67.00 out of every $100 in preparation for future wars or for pensions for past wars.

WHAT WAR COSTS OTHER NATIONS.

(Reading.)

The following are the annual expenses for the armies and navies of the ten leading nations (pensions not included):

Austria	$ 82,265,000
France	232,868,000
Germany	216,975,000
Great Britain	312,890,000
Italy	95,672,000
Japan	53,808,000
Russia	284,982,000
Spain	39,085,000
Turkey	55,197,000
United States	282,147,000
Total	$1,655,889,000

These great nations are spending this vast sum each year to promote hatred, fear, desolation, ruin, murder, and the degredation of Christianity. All this vast expenditure, growing larger each year, can only result in national bankruptcy. Money so spent does not promote or secure happiness and prosperity. It is money wasted, worse than wasted, because it is money spent to degrade humanity, not to uplift it.

What a Battleship Costs.

The construction cost of the battleship North Dakota was $12,000,000. It costs $800,000 a year to keep this ship in repairs and going. The estimated life of the North Dakota is twenty years. Then it will go to the junk heap. If this ship destroys no cities, lays desolate no homes, murders nobody, its total cost during its twenty years idle and wholly unnecessary existence will be $28,000,000.

This $28,000,000 is about five times the value of all the public school property in North Carolina, including houses, lands, and equipment; it is enough money to build 1,400 churches, costing $20,000 each; it is enough to send 14,000 boys to college four years at an annual expense of $500 a year for each; it is enough money to buy 7,000 farms at $4,000 each; it is more money than North Carolina has spent for teaching her children in public schools during the last fifteen years!

SONG THESE THINGS SHALL BE.

(Tune: Duke Street.—L. M.)

These things shall be! A loftier race
Than e'er the world hath known shall rise,
With flame of freedom in their souls
And light of knowledge in their eyes.

They shall be gentle, brave and strong,
Not to spill human blood, but dare
All that say plant man's lordship firm
On earth and fire and sea and air.

Nation with nation, land with land,
Unarmed shall live as comrades free;
In every human heart and brain shall throb
The pulse of one fraternity.

New arts shall bloom, of loftier mould,
And mightier music thrill the skies;
And every life shall be a song,
When all the earth is paradise.

There shall be no more sin nor shame,
and wrath and wrong shall fettered lie;
For man shall be at one with God
In bonds of firm necessity.

—Symonds.

PEACE PARAGRAPHS.

(Reading.)

It costs $1,700 to fire a 12-inch gun. This is consider-

(Continued on page 15.)

MYTHICAL INTERPRETATION OF THE ORIGIN OF OUR FOOD-GIVING PLANTS

By E. C. Brooks.

It has ever been a mystery how seed go down into the darkness of the earth, remain for a season and come back again in the form of a new life Primitive or very ignorant people in all ages have had the notion that this strange process is controlled by special gods, and that the safest plan is to keep on good terms with the gods or goddesses that control the growth of plants.

Human beings have never lived entirely on animal food. Therefore, they have in all times had much concern for the food that the earth supplies. The importance of the cereals was discussed in a former article. So important were the coming and going of the seasons, and so regular were they in obeying some mysterious law, that earlier races felt instructively that they were controlled by some deity, and the worship of the deity or deities that controlled the season and the growth of the grain was universal.

The Egyptian Myth: Osiris and Isis.

One of the oldest civilizations was located on the Nile River near its mouth. In this vast desert, the river Nile was the greatest mystery. Its origin was unknown. It came out of the vast desert that stretched far to the southward, and periodically this mighty river rose as if guided by the hand of some deity and swelled its bosom until the waters overflowed its banks and spread far out, miles and miles, away from its bed. This periodical overflow of the Nile brings sufficient water to the valley for the production of food in plenty. In the mythology of Egypt there is a story, to the effect that the crystal springs of the Nile bubble up in the gardens of paradise and serve for the ablutions of angels. Thence wandering through lovely meadows, the infant stream finally expands into this lordly and majestic river, which offers life and plenty to the world. The overflow of this great river is to-day hailed with thanksgiving, for its waters cover the fields that bring forth grain in plenty. Thus it was when Jacob's son went down into Egypt to buy corn; thus it is to-day.

The god Osiris, the greatest deity of the Egyptian, controlled the flow of the Nile and he was universally worshipped. He was worshipped likewise in the countries whose people came down into Egypt to buy corn. Isis, the wife of Osiris, upon the death of her husband, sought his remains, and finding them, her grief was great. The tears of Isis mingled with the waters of the Nile and caused the overflow. Therefore, Isis was worshipped as the immediate cause of the Nile's overflow and the people's prosperity. In the monuments she is called the goddess mother, the mistress of heaven, the eye of the sun, and the queen of the gods. Osiris and Isis, through their influence on the river Nile, brought food and peace and happiness to the world.

The Greek and Roman Myth: Ceres and Proserpine.

The word cereal comes from Ceres, the goddess of grain and the harvest. The Greeks and Romans believed that Ceres during July and August was driving over the earth caring for the growing grain, and that during the month of September she was ripening the fruit and making the fields yellow with nodding heads of golden grain.

The Greeks and Romans believed that a time once existed when plants grew and ripened all the year round. But one day while Ceres was caring for the ripening grain and fruits all over the earth, her daughter, Proserpine, who was a young woman of great beauty, was gathering flowers on the plains of Nysia. Pluto, the god of the lower regions, seeing the beautiful maiden, seized her and carried her away to his home in Hades. When Ceres returned home, she was stricken with grief. Over the whole earth she drove her chariot, calling upon all things to help her in the search—but in vain. Then she became sad and refused to allow the grain to grow or to ripen, and there was famine in all the land.

Jupiter, however, seeing the great distress below, sent Mercury, the messenger of the gods, to Pluto, commanding him to release Proserpine. When she was restored to her mother, there was great rejoicing on earth. Vegetation began to take on new life and grain began to ripen again. When Ceres saw her daughter, she feared one thing—that she had eaten food in Pluto's kingdom. When she questioned her daughter, Proserpine replied that she had eaten some pomegranate seed.

"Alas!" cried her mother, "you must, therefore, remain in the realms of darkness with Pluto one-half of your time."

Thus the seasons are accounted for. While Proserpine is with Pluto, Ceres is sad and there is no vegetation growing in the land, for it is winter time. But when the mother and daughter are together the earth is covered with the gifts of Ceres, for there is joy and gladness in the land, and it is summer throughout the world.

The Indian Myth: Mondamin and Hiawatha.

The story of Mondamin as told in "Hiawatha" is the Indian myth of the origin maize, or Indian corn. When Hiawatha was a young boy, his father and mother lived in a beautiful country near the "Big Sea Water." It was customory for all Indian boys to fast for several days that they might know what kind of spirit would be their guide through life. Therefore, when it became time for Hiawtha to go through his season of fasting he went far away into the forest. Late in the afternoon of the fourth day of his fasting he was faint and weak, and as he lay on the floor of his wigwam, a beautiful youth, clothed in garments of green and yellow of many shades, with green plumes in his yellow hair, came and stood before him, and he said:

"From the Master of Life descending,
I the friend of man, Mondamin,
Come to warn you and instruct you
How by struggle and by labor
You shall gain what you have prayed for.
Rise up from your bed of branches,
Rise, O youth, and wrestle with me!"

Hiawatha arose and began to wrestle with Mondamin, and as he wrestled Hiawatha grew stronger. But when the sun went down the contest ended, and Mondamin said that he would return the following day. For three days they wrestled. Each day Hiawtha grew stronger until the end of the third contest when Mondamin cried:

"O, Hiawatha
Bravely have you wrestled with me,
Thrice have wrestled stoutly with me,
And the Master of Life, who sees us,
He will give to you the triumph!

(Coninued on page 15.)

HOW RABBIT STOLE OTTER'S COAT

By M. M. Marr, Trinity College.

AN ANIMAL STORY TAKEN FROM THE MYTHS AND LEGENDS OF THE CHEROKEES OF WESTERN NORTH CAROLINA.

The rabbit has always figured in Cherokee mythology as a malicious deceiver, but as a rule he has been caught in his own trap. For one to eat of his flesh would render the person eating timid and active, and confused in whatever he undertook to do. So the Rabbitholds a very prominent place in the quadruped myths of the Indians.

Years ago, so the story runs, all animals varied greatly in size, and adorned their bodies with coats of many different colors and patterns. Some of these coats were made of long furs, while others were made of short furs, varying from brown, black to yellow or white in color. Those which chanced to have any tails at all possibly had rings of many colors to adorn them. Such a variety of cuts and figures among so great a host of animals naturally brought about the dispute as to who was the best looking. Having no definite plans for settling this most important question, they could not come to a satisfactory agreement as to its solution. But at last they all agreed to call a council meeting to be held at Bear's Spring for the purpose of deciding who had the most handsome coat.

The Otter's Coat.

Otter lived far up Kirkland's Creek and seldom came down to visit the other animals. A great deal had been heard of his coat of finest and softest fur, yet no one seemed to know how beautiful it realy was, because it had been a long time since any of their number had been to Otter's neighborhood. Strange to say, no one knew just where he lived,—only of the direction were they anyways certain. That the Otter would come to the council meeting when he once heard of it was very evident.

Rabbit, full of conceit and vain glory, coveted the enviable glory of having the best looking coat himself. Although he was rather sure that Otter would, under natural conditions, get the verdict. Therefore, Rabbit determined to plan some way of cheating him out of all such glory. Practicing diplomacy, like unto biped politicians, he soon found out what trail Otter would most likely take in coming to the meeting. So silently and secretly Rabbit kept away from the crowd, went up the creek, and after four days traveling, met Otter onhis way to the council place. Otter's beautiful coat of dark brown fur introduced him to Rabbit at once, who gazed covetously at this most beautiful garment.

"Good morning, friend Rabbit! I am glad to see you at such a time. Where are you going?"

"O, all the other animals sent me to bring you to the council. Since you live so far away from the meeting place, they were afraid you might get lost on the road," replied Rabbit.

"Thank you, Rabbit! I am ready, so let's go on together," said Otter.

Rabbit Plans to Steal Otter's Coat.

Side by side the two animals walked all day. But when darkness came and they could no longer travel Rabbit selected the camping place where they should spend the night. Bushes were cut for the bed, and sticks were arranged as a shelter. It was owing to his absolute ignorance of the country that Otter entrusted himself to the guidance and care of Rabbit. Early next morning the journey was resumed. As boon companions the two marched to the music of the birds and the rustle of the leaves toward the council place. Late in the afternoon Rabbit began to pick up here and there sticks and bark and shoulder them.

"Why are you picking up those pieces of wood and bark?" asked Otter.

"I am gathering them that we may be warm and comfortable tonight wherever we camp," replied Rabbit in a tone of good will. "It is now almost sun down, Otter. Don't you guess we had better stop here and make our camp? This is a fine place, and it is close to the river, too."

A halt was made. Supper was prepared and soon over with, after which Rabbit secured a stick and began to make a paddle out of it. Otter looked on with eyes of wonder and amazement, and asked:

"Why do you make a paddle out of that stick? We are travelling by land and not by water."

To this Rabbit made this strange reply:

"For some reason unknown to me, very strange indeed, wherever I am asleep with a paddle under my head I always have good dreams."

But to the surprise of Otter, Rabbit began to cut away the bushes and make a clear trail from the camp to the river so soon as he had finished his paddle.

"Pray tell me! Rabbit, why do you clean out that trail to the river? What does this mean?" asked Otter, for he was troubled.

But Rabbit was more serious than ever.

"To all who live in this country," said he, "this place where we camp tonight is known as 'The Place Where it Rains fire.' The sky puts on a very strange fiery appearance just before the rain comes. Do you see how red the heavens are? I fear it will rain fire tonight. Now you understand why I am cleaning out this trail to the river. It is for us to use if it becomes necessary. I shall stay up and watch while you sleep. If you hear me shout 'it is raining fire!' you run at once and jump into the river. In order that your beautiful coat may not get scorched you had better hang it on that line over there."

Rabbit Steals Otter's Coat.

In obedience to Rabbit's superior wisdom Otter did as he was directed. At the hour of bed time he doubled up on his couch and was soon in dreamland. Rabbit kept wide awake, and was on the alert for an opportunity. The fire burned low to red coals. Presently Rabbit called, but there was no stir from Otter, for he was fast asleep. Another call was made, still no answer. The time had now come for the trick to be worked. Filling the paddle, he had so judiciously made, with hot coals, Rabbit threw them up into the air and shouted: "It is raining fire! It is raining fire!"

Hot coals rained all around Otter until he awoke, and immediately jumped up.

"Run and jump into the water! Run and jump into the water!" shouted Rabbit to frightened Otter.

Following the strongest impulse Otter ran and jumped into the river, where he has remained until this very day.

The joke had worked successfully thus far, so far as Rabbit was concerned. Leaving his own coat behind, he took Otter's coat, put it on and proceeded to the council meeting alone. Somewhat mortified by his ill treatment of Otter, Rabbit could not refrain from hanging his head as he drew near the meeting place. With the exceptions of Rabbit and Otter all other animals had assembled for the council meeting and were looking eagerly for the coming of Otter.

(Continued on page 13.)

SUGGESTIONS FOR EARLY SPRING WORK AND SCHOOL GARDENS

By E. E. Balcomb, State Normal and Industrial College.

(This article was prepared for the February number but was received too late. E. C. B.)

It has been suggested that work during the month of February should be along the line of seed testing, preparation of hot beds, cold frames, etc. It is quite likely that we shall have many sunshinny days in this month, and children along with grown people, are apt to catch the fever for making spring gardens. The teachers should take advantage of this feeling of the child, and start him in this line of work. It will be worth far more to a boy or number of boys if they build a cold frame, or a hot bed, start some early spring vegetables and prepare some more tender plants to be set out later, than to read many chapters in the best text-book one could procure on agriculture. This will put the children in touch with the real facts of nature. Do not hesitate but talk the matter over first with some boys and girls who are interested in work of this kind and when you have succeeded in enlisting them in the cause, then present the matter to the whole school. Talk to the whole school so that all will feel interested and not feel that it is only the work of a few. But do not suggest that any help except those who are interested. The others not only would not help but bring the whole movement into disrepute. Many a movement of this kind has been killed by insisting that all take the course. All are not adapted to agriculture any more than all men are equally adapted to being lawyers, doctors, merchants, farmers, or school teachers. Help the children to plan how much they should probably realize from some crop if they undertook the work seriously this coming season. Especially talk with them about the work of hot beds and cold frames, and how it would be useful to start young tomato plants, cabbage plants, etc. Turn with them to page 250 of the adopted text-book, Agriculture for Beginners, by Burkett, Stevens, and Hill. The following suggestions are taken from the book:

Hotbeds.—If there is no greenhouse, a hotbed is an important help in the garden. The bed is made by digging a pit two feet deep, seven feet wide, and as long as necessary.

The material for the hotbed is fresh horse manure mixed with leaves. This is thrown into a heap to heat. As soon as steam is seen coming from the heap, the manure is turned over and piled again so that the outer part is thrown inside. When the whole is uniformly heated and has been turned two or three times, it is packed firmly into the pit already dug.

A frame six feet wide, twelve icnhes high on the North side, and eight inches on the South side, and as long as the bed is to be, is now made of plank. This is set on the heated manure, thus leaving six inches on each side outside the frame. More manure is then banked all around it, and three or four inches of fine light and rich soil placed inside the frame.

The frame is now covered with hotbed sashes six feet long and three fet wide. These slide up and down on strips of wood let into the sides of the frame. A thermometer is stuck into the soil and closely watched, for there will be too much heat at first for sewing seeds. When the heat in the early morning is about 85 degrees, seeds may be sowed. The hotbed is used for starting tomato plants, egg plants, cabbage plants, and other vegetables that cannot stand exposure. It should be about eight or ten weeks before the tender plants should be set out in the locality. In the South and Southwest, it should be started earlier than in the North. For growing the best tomato plants, and for such hardy plants as lettuce and cabbage, it will be better to have, in addition to the hotbed, cold frames, which need not be more than two or three sashes in the home garden.

Cold Frames.—A cold frame is like a frame used for a hotbed, but it is placed on well manured soil in a sheltered spot. It is covered with the same kind of sashes and is used for hardening the plants sowed in the hotbed.

As soon as the tomato plants are a few inches high in the hotbed, they should be transplanted to the cold frame and set four inches apart each way. The frame must be well banked with earth on the outside, and the glass must be covered in cold nights with straw, mats, or old carpets to keep out the frost.

Care of Hotbed and Frame.—If the sun be allowed to shine brightly on the glass of a cold frame or hotbed, it will soon raise the temperature in the hotbed to a point thta will destroy the plants. It is necessary then to pay close attention to the bed and, when the sun shines, to slip the sashes down, or raise them and place a block under the upper end to allow the steam to pass off. The cold frames also must be aired when the sun shines, and the sashes must be gradually slipped down in mild weather. Finally, they must be removed entirely on sunshiny days, so as to accustom the plants to the open air, but they must be replaced at night. For a while before setting the plants in the open garden, leave the sashes off night and day.

While the hotbed may be used for starting plants, it is much better and more convenient to have a little greenhouse with fire heat for this purpose. A little house with but four sashes on each side will be enough to start a great many plants, and will also give room for some flowers in pots. With such a house, a student can learn to manage a more extensive structure, if he gives close attention to airing, watering, and keeping out insects.

If you can get them sufficiently interested to make a small hotbed for the school-house where they can you will have no trouble in getting some of them to undertake something at their own homes, and this, of course, is more desirable thing to do. At the school you can start plants, and distribute them to the neighbors. This will help to interest the patrons in the work of the school. At their own homes encourage them to raise as much garden and as much field crops as possible.

We are thinking of suggesting an organization of the children of the South into a league in which we shall endeavor to connect their work in mathematics, and civic training for citizens, and some experience in electing officers, and general training in local government, together with real financial experience in the way of banking.

Encourage as many pupils as possible to join the boys' corn clubs and the girls tomato clubs. This movement which we have suggested would not interfere with those other clubs, but would be interested to encourage them and get the young people to go even farther.

ALMOST IMPOSSIBLE.

"His wife is a remarkable woman."

"How so?"

'She can look stylish in bonnets that he likes."—Detroit Free Press.

STUDIES IN NORTH CAROLINA POEMS

XI.—THE LAST CHARGE AT APPOMATTOX.

By Henry Jerome Stockard.

The Author—Henry Jerome Stockard, son of Mary Johnson and James Gibbs Stockard, was born in Chatham County, September 15, 1858. His grandfather Stockard was a captain in the War of 1812 and his great-grandfather was a soldier in the Revolution. His father was a farmer and lumber dealer, who died, however, when Henry Jerome was only twelve years of age and his education was directed by his mother. He was educated at Elon College and the University, receiving the degree of Master of Arts from the former institution. After completing his college course he entered the teaching profession. He was principal of Graham Academy, County Superintendent, Assistant Professor of English at the University, Professor at Fredericksburg, Va., College, Professor of Latin at Peace Institute and at present he is President of Peace Institute.

The genius of the poet appeared early and developed rapidly and for many years he has been a contributor to the leading magazines of the country. Some of his poems are found in Stedman's Authology, in "Representative Sonnets by American Poets," and in the 'Songs of the South." He has published one volume of his poems under the title "Fugitive Lines." Another volume "A Study of Southern Poetry," containing the best selections of Southern poems, edited by him was prepared for use as a text book.

Professor Stockard is probably the equal of any living American poet. His songs and sonnets and his patriotic poems give him a high rank as a man of letters.

THE LAST CHARGE AT APPOMATTOX.

Scarred on a hundred fields before,
Naked and starved and travel-sore,
Each man a tiger hunted,
They stood at bay as brave as Huns—
Last of the Old South's splendid sons,
Flanked by ten thousand shotted guns,
And by ten thousand fronted.

Scorched by the cannon's molten breath,
They'd climbed the trembling walls of death
And set their standards tattered—
Had charged at the bugle's stirring blare
Through battled gloom and godless glare
From the dead's reddened gulches, where

The searching shrapnels shattered.
They found—that Carolina band—
With Grimes, the Spartan, in command,
And, at the word of Gordon,
Through splintered fire and stifling smoke—
They struck with lightning scattering stroke
Those doomed and desperate men—and broke
Across that iron cordon.

They turned in sullen, slow retreat—
Ah! there are laurels of defeat—
Turned, for the chief had spoken;
With one last shot hurled back the foe,
And prayed the trump of doom to blow,
Now that the Southern stars were low
The Southern bars were broken.

XII.—THE UNIVERSITY CENTENNIAL.

By Cornelia Phillips Spencer.

The Author.—Dr. James Phillips was for many years a school master in Harlem, N. Y. He came to the University in 1826 and served until 1876 as Professor of Mathematics. He had three very notable children—two sons and a daughter—Charles Phillips was a professor at the University for about forty years, Samuel Phillips, a noted lawyer, was Solicitor-General of the United States, and Cornelia, who was probably one of the most intellectual women of her day. She was born in Harlem, N. Y., in 1825 and was only about a year old when her father moved to North Carolina. In 1857 she was married to James M. Spencer, of Alabama. Being left a widow with only one child, a daughter, she returned to Chapel Hill and made her home at the University, and her virile mind, fine judgment and broad culture, made her home the chief intellectual centre of the University. Ter skill as an artist was very great and some of her sketches are rare treasures among her friends and admirers. Her genius as a writer wielded the greatest influence. It is probable that no contemporary North Carolinian exercised more influence than did Cornelia Phillips Spencer. The horrors of reconstruction and its influence on the University gave her a great theme, and it was a great woman that arose to the occasion and sent a burning message to the manhood of the State. The University was closed and it was her pen, more than any other's that made a new and greater University possible. Her "Last Ninety Days of the War" is a vivid and strong picture of those terrible times. She was also the author of a history of North Carolina that was widely used in the public schools of the State. But her greatest activity found expression in the newspapers of the day and in personal letters. Her daughter was married to James Lee Love of Gastonia, now Professor of Mathematics at Harvard. The last several years of her life were spent at Cambridge with her daughter. She died March 11, 1908, and her remains were brought back to Chapel Hill and buried by the side of her fathers'. The State Normal and Industrial College honored the woman and itself when it dedicated one of its buildings to her. The following poem was written for the Centennial Celebration of the Opening of the University:

THE UNIVERSITY'S CENTENNIAL.

Come forth with your garlands and roses,
Entwined with the Laurel and Bay,
All that fair Carolina encloses
Be yours this festival day.
All hail! to our glorious old Mother,
Her century's crown is complete,
With loyalty due to no other,
Our homage we lay at her feet.

Tho' dimly her morning unfolded,
And tempests oft darkened her sky,
Still, to all the true hearts she has moulded,
Her colors in radiance fly;
Still she welcomes her sons to her portals,
Her cloisters re-echo their tread,
While a witnessing cloud of immortals
Drop honor and strength on her head.

All that Love and Religion have taught us,
All that Freedom and Culture bestow,

All renown that our Heroes have brought us,
To her century's vigil we owe.
Fond memory recalls her gray Teachers
Intent on their labor of love,
Her Poets, her Statesmen, her Preachers
In Temple, and Forum and Grove.

Ye sons of fair Science still cherish
A spark from the Spirit Divine,
Ne'er a hope of our Country shall perish
Wherever his watch-fires shine.
For oft as a noble endeavor
Point out where our brothers have trod,
To His altars we trace the fair river
That gladdens the city of God.

Long, long may this fountain be flowing,
Carolina be honored and blest,
The lights on this Hill-top be glowing,
While centuries pass to their rest.
Then Hail! to our glorious old Mother,
Allegiance we pledge her anew,
With homage we pay to no other,
All Hail to the White and the Blue!

Our Kindergarten Exchange

What the Kindergarteners are Doing

KINDERGARTEN NORMAL DEPARTMENT.

It is with great pleasure that we learn of a Kindergarten Normal Department in Salem Feemale Academy and College. It has recently been started, with Miss Emma Smith in charge. I am sure all the kindergartners wish Miss Smith the greatest success and joy in her work—the pure joy of knowing that hers is a good work and well done.

Our congratulations go to Salem for bringing the opportunity for kindergarten training nearer home to North Carolina girls. The need for such a training school in the State has been long felt by those who have looked into the kindergarten deeply enough to be convinced of its power.

I have found such a long-felt need supplied by Miss Annie E. Moore's articles on Paper Construction Without Paste which started in the December number of the Kindergarten Review, that I wish to call the attention of other kndergartners and primary teachers to them. After reading over the first article, learning the fold myself, and experimenting with it a little, I had an exercise in it with the children. We used the bogus paper first, and this was not stiff enough for table legs, so I told the children they could carry the top home and find a stiff piece of paper or a piece of card-board and make legs strong enough to hold the table. From the different kinds of legs that were brought back to the kindergarten next morning I learned what I wanted to know—that the children **would** do original work with this first fold—which makes it possible for them to construct tables, chairs, bers,—in fact, almost any piece of simple furniture they desire, without any further direction than the initial fold, given by the kindergartner.

To my mind this is a device to be accepted at once—for the paper folding used before, required direction—and has its value—but this is another opportunity for the children to do original work—and the more opportunities of this kind we present to the child, the more will we help him to find himself, the more exercise will we give him in that **most important** thing a child needs to learn —**learning to think.**

M. E. WRIGHT.

Washington, N. C.

FROM THE KINDERGARTEN STATE SCHOOL FOR BLIND.

There is very little I can tell you of proven methods with the blind, as this is only my second year's experience; yet I feel sure all of you will be interested in the little ways in which my blind pupils learn to be happy, active and self-reliant.

First, let us take up the circle period. Of course there are songs and rythms, but the part the children like best is the "Band." I chose some four to six children, providing each with either triangle, bells, horse-shoe, toy metalphone or drum. With these they accompany various melodies on the piano. You would be surprised to hear how musical it is.

Then we play all sorts of games, but those of chase are the favorites. The one who is chased carries a bell to guide the chaser and it takes an alert person indeed to keep out of the way.

Perhaps to a kindergartner the table work would be the most interesting feature of the day. The children have very little trouble with their blocks, learning, their last year with me, to construct complicated forms with combined fifth and sixth gifts. It is here, though, that you realize their warped, meagre mental images. The images are fractionary and therefore their play seems hazy and incomplete.

Modeling we use much, while perforated lines take the place of the penciled line.

You wonder how we replace the words "see," "look," etc? Then, you should hear the children calling "come and see my house"; or "Oh, let me see"; and they are never satisfied until you "look" with your hand.

All together they are a contented, happy little band, and send through me a hearty invitation to each of you, that you may be a guest in our kindergarten some day very soon.

ETHEL TROY.

Raleigh, N. C.

LITTLE BLACKBOARD SKETCHES.

I use often a small hanging blackboard (4x5 feet, which can be taken down and rolled up when not in use,) on which I sketch rapidly with white or colored chalks before the morning circle—while we talk—the scenes and objects under discussion, also illustrating different stages of growth and development in plants, insects—tadpoles and other things, in our nature work—getting suggestons from the children, and letting them aid in illustrating, when possible, but, we visit the **real** scenes, and have the real object as often as we can.

ELIZABETH G. HAYWOOD.

Greensboro, N. C.

The world turns aside to let any man pass, who knows whither he is going.—David Starr Jordan.

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How many times a day do your first and second grade pupils recite in reading?

Get ready for your county commencement. People are interested in the schools when they see its force.

Have you a good daily program of recitations? Send it to us and let us show it to teachers who have no program at all.

A million dollars for building! How much is really being spent for making or improving teachers? No, No! Not less in buildings, but more in teachers!

Superintendent Craven's full bill for heating three buildings is only $71.80 a year, and his buildings are equipped with steam heating plants. He burns saw-dust.

It is of interest to the teachers, and especially to the superintendents, that Ex-State Superintendent John C. Scarborough has beeu chosen Superintendent of Hertford County Schools and Mr. B. G. Crisp of the Dare County Schools.

We have just received the eleventh annual report of the Public Schools of New Bern. It is a very interesting pamphlet since it contains the laws pertaining to the school. The financial report, the superintendent's report of the year's work, report of the book-renting system, and its list of graduates.

Last year the amount received from the second hundred thousand dollars to raise all the schools to a four months term was $30,000 in excess of the appropriation. This year there was a balance of $13,957. This balance is the result of an increase in the valuation of property and the additional two-cents added to the State levy. It is now twenty cents instead of eighteen.

Quite a large delegation from North Carolina attended the Educational Meeting at St. Louis on the 27th, 28th, and 29th of February. This is one of the signs of our professional progress when school superintendents and teachers are willing to use a little time and spend a little money in seeing and studying what others are doing in the world for education. It is an evidence of a broader interest and a finer spirit. A few years ago not more than two or three men in the State ever attended at one time a meeting out of the State. Today we find a dozen or more inquiring spirits to one of a few years ago.

A MILLION DOLLARS GOING INTO SCHOOL PROPERTY.

When we read a news item that a new building is to be erected at such and such an institution we note the fact and then pass on. But have you estimated the amount that is really going into buildings and property for educational purposes in North Carolina during this year of our Lord, 1912? It will amount easily to a million dollars. In no other year of our history has there been such an activity. The buildings now under construction at Trinity College and the State University will cost, when completed, about a half million. Appropriations for public school buildings, together with the appropriation from the Loan Fund will amount to another quarter million. The improvements going on at the other higher institutions, the erection of the school for the feeble minded, and, the amount to be expended for city school improvement will amount easily to another quarter million. Durham, Charlotte, and Greensboro alone are planing improvements that will cost, when completed, considerably over a hundred thousand dollars. This is moving forward some.

PUBLIC HIGH SCHOOL PROGRAM.

The State High School Inspector show in his latest report, published in the North Carolina Bulletin for January, that the number of State High Schools has increased from 170 to 177. There are seven counties in which no public High Schools are in operation, namely: Chowan, Dare, Graham, New Hanover, Pasquotank, Perquimans, and Watauga. The enrollment has increased from 5,775 to 6,514 and the average daily attendance from 4,145 to 4,716. The number of teachers has increased from 259 to 273, and the most of these are graduates of our better colleges and universities, and practically all have college training. The average length of term was 30 2-5 weeks, and the average amount expended for each pupil enrolled was $21.93.

CONFERENCE FOR EDUCATION IN THE SOUTH.

The Fifteenth Conference for Education in the South will be held at Nashville, April 3, 4, and 5. The general sessions of the Conference will be held on the evenings of April 3, 4, and 5, and the mornings of the fourth and fifth. The general theme of the Conference will be education in its relation to civic and economic advancement of the Southern States. Unusually intresting programs are in preparation for these general sessions.

In connection with the Conference, there will be held on the afternoons of Wednesday, Thursday and Friday a number of round table conferences as follows: A conference of student representatives from the various univer-

sities, colleges, and normal schools of the Southern States; conference for rural school supervisors; conference of professors of secondary education; conference of those interested in the education of the negro; conference of State Superintendents of Public Instruction of the Southern States; conference on the rural church; a conference on agricultural education; a conference of principals and instruction; a conference of principals and instructors in high schools; conference of school improvement workers; conference on education for home-making and better living; conference of college presidents and professors; conference of normal school instructors; a conference on the education of women; a meeting of representatives of women's federated clubs; and the annual meeting of the Association of Southern College Women.

The railroads of the Southeastern Passenger Association have announced a rate of one first-class fare going and one-half first-clas fare returning. Tickets will he on sale March 30th, good to return April 20th, thus giving an opportunity for those attending this Conference to remain in Nashville until after the meeting of the Southern Commercial Congress.

The people of Nashville are taking great interest in the meeting and will provide in every possible way for the comfort and entertainment of delegates. There is no fee for admission to the Conference. All who attend and register receive copies of the proceedings.

Current Thought from our Exchanges and Reviews

AN APPRECIATION OF "THE STORY OF COTTON."

The editor of the St. Louis Post-Dispatch gives this interesting review of "The Story of Cotton":

Eugene Clyde Brooks, professor of education in Trinity College, North Carolina, writes that "the intelligence of men and the forces of nature are acting and reacting on each other, while the rate is working upward, always passing into higher and clearer intellectual zones."

This is the last word in his "Story of Cotton and the Development of the Cotton States." He has the same purpose of popularizing history that Abbott and others had in writing picturesque biographies of Napoleon, Caesar, Alexander and others. He applies it, however, to a different object. He begins back of the eighteenth century with something into which mind had not developed beyond the first primitive stage. He might have taken something else besides cotton, but with his interest centered on cotton, he compels the reader's attention to what civilization means. He shows the intelligence of creative mind, entering more and more into all cotton stands for and influences. He glorifies not "King Cotton" but King Mind. Point by point, he shows one great creative mind after another, taking hold on the mind of thousands of other men in all stages of advance, and giving them greater power, until in four generations of this process, the results represented in cotton are shown greater in influence over the world than those of Napoleon, Alexander and all other heroes of their class combined. He makes no comparison of this kind, but his story as it is intended to rival those which invite hero worship, challenges the comparison which vindicates the leaders of the Democracy of mind. The book has 368 pages of highly important information in it. It is intended to appeal chiefly to those who are just beginning the study of life. But it is more of the real meaning of life than whole libraries of heroics.

TWENTY BOOKS FOR THE HOME LIBRARY.

All good parents desire that their children keep good company. They strive to create a wholesome environment in which the young mind may grow pure and strong. Many of them who realize the power of books for good or evil have not adequate information regarding the best books, and they have not the time to secure this information. Most of the widely advertised books are the recent copyrights. Some of these are good, but none of them have stood the test of time. To aid those who are looking for the books that win the attention and love of young people, and which good men, past and present, call good, this brief list is offered:

1. Robinson Crusoe, Defoe.
2. Sketch Book, Irving.
3. Pilgrim's Progress, Bunyan.
4. The Vicar of Wakefield, Goldsmith.
5. The Last of the Mohicans, Cooper.
6. Ivanhoe, Scott.
7. Old Curiosity Shop, Dickens.
8. David Copperfield, Dickens.
9. Longfellow's Poems.
10. Silar Marner, Eliot.
11. Kidnapped, Stevenson.
12. Tales of Mystery and Imagination, Poe.
13. Tales of Shakespeare, Lamb.
14. Tom Brown's School Days, Hughes.
15. John Halifax, Gentleman, Mulock.
16. Lorna Doone, Blackmore.
17. Gulliver's Travels, Swift.

Fairy Tales for Younger Children.

18. Household Tales, the Grimm Brothers.
19. Wonder Book and Tanglewood Tales, Hawthorne.
20. Fairy Tales from the Arabian Nights.—Texas School Journal.

HOW RABBIT STOLE OTTER'S COAT.

(Continued from page 8.)

"Look! There he comes now alone over yon hill!" shouted deer.

In one chorus the crowd shouted:

"Otter is coming!"

At the command of Chief White Bear Beaver went out to show Otter to one of the best seats. Every animal was glad to see him. Each in turn went out to greet him. but, alas! Otter held his head down and covered his face with his paw.

"Why is he so bashful?" murmured the crowd.

"I'll see. There is something wrong," White Bear added.

Thereupon he went up to the new comer, pulled the paw away, and there was Rabbit with his split nose. Rabbit's sin had now found him out. He soon realized that there would be trouble if he remained longer, so he jumped up and started to run. Yet quick as thought Bear struck at the malicious deceiver and pulled his tail off. Rabbit, however, was quick and got away, but till this very day he has not been able to grow a long tail.

The best way to keep a child from doing something bad is to set him to work doing something good. It is our duty to find the something good. It is our shame if the child chooses the something bad.—Julia Richman.

Teachers' Reading Course for Home Study

Under the Direction of J. A. BIVINS, State Supervisor of Teacher Training

A Four Year Course of Home Study for Teachers
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THIRD YEAR'S COURSE, 1911-1912

LESSON VI.---THE TEACHER AND THE SCHOOL---CHAPTERS 14-17

By E. C. Brooks, Chair of Education, Trinity College, N. C.

CHAPTER XIV.

The Work of the School.

Is is very easy to say what is not proper school work. Yet, some of the things mentioned in this chapter under the head of "Not School Work" constitute the greater part of the work in many of the large majority of schools of the State, either city or rural. For example, "Hearing Recitations" is not school work. It is one of the parts, to be sure; but not the whole work by any means. "Keeping Order" is not school work. It is an essential factor, but merely an incident in school work.

Well, then, what is school work? How can we know the real article when we see it? Read carefully "The Test of School Work" pages 215-16. It is not as definite as it might be, but it is interesting and helpful. After reading carefully what is not school work and what the test is, examine your own daily routine. Have you a program that economizes time? Do you use the library? Are your pupils thinking? Do they recite with interest and intelligence? Do you have something new for them each day? Do you know your subject? Or do you spend your time in hearing lessons and keeping order?

CHAPTER XV.

Nature of the Teaching Process.

After you have discussed all phases of real school work, after you have seen the difference between activity that is merely for the purpose of keeping children busy and real, effective activity, and after you have analyzed your own work, then read this chapter and define the nature of teaching. Read carefully "Teaching is a Two-sided Process." Page 218. There is no teaching when no one is learning. How do you, therefore, tell when a pupil is learning? Suppose a child is not learning. Then it is time for you to begin teaching him.

After reading "The Child's Capital," pages 220-229, note the four steps of learning, pages 228-233.

How many things can you use in the school room to develop observation, attention and interest? This is discussed under **"First Step."** Do you use anything at all except the text book? If you do not you are no teacher. Thinking educates and nothing else does, and comparison, The **"Second Step"** certainly leads to thinking. In fact, it is the only wide road to thinking. Compare States in geography, compare characters in history, compare stories, compare work, compare! After that, pupils should draw conclusions or the result is called "Abstraction." **The Third Step** or "Generalization" the **Fourth Step.** Do not let the difference between abstraction and generalization worry you too much. The learning process might be classified under three heads: Observation, comparison, and conclusion. That is, what results can be obtained.

CHAPTER XVI.

Some Laws of Teaching.

The author lays down in this chapter nine laws of teaching, all of which are interesting enough, provided you know what he is talking about.

1. **Sense-Preception.**—Since knowledge comes chiefly through the five senses, the school should use as many of them as possible and train them to quickness and keenness. Three of these organs of sense are ready for use: The eye, the ear, and the hand. Then vary all your work in order that you may use these organs throughout the days' work.

2. **Motor Reaction.**—Every interest aroused through the senses tends to produce some kind of expression. Scolding, for example, has a tendency to produce unpleasant expression on the part of the pupil. Moreover, a good picture, a good story, a good aim, or a pleasant manner has a tendency to produce a very desirable expression. It is the business of the teacher to control, as far as possible, the expression.

3. **Apperception.**—This is another term for digesting or assimilating knowledge. When the child is able to tell the story of a lesson he has just begun to assimilate it. By talking about it, comparing it with other stories, and working it over and over on class the child soon assimilates a part or all of it.

4. **Self-Activity.**—The child may learn a lesson fairly well. But if he does not express it, talk about it, and think about it, there is not enough activity in his own mind for it to make any impression on him.

5. **Aim.**—The author should have put this law first. It is frequently the case that a good aim arouses the greater part of the interest in a lesson. But if teachers do not know the lesson, what can be done with it? Of course, there is no aim. (1) Both teacher and pupil should see what they propose to do with the lesson. (2) They should know when they have done it.

5 and 7, 8.— **Induction and Deduction, Interest and Attention.**—Read these paragraphs carefully.

9. **Habit-Farming.**—This is one of the greatest things in all education. Correct spelling, accurate calculations, correct writing, studying, all must be formed in habit. Else the power that should come to one through the school-room is wanting.

CHAPTER XVII.

Objects and Requisites of the Recitation.

After discussing the laws of teaching, the author considers the recitation and its object. The work in the school-room is divided usually into two parts: (1) The study period and (2) the recitation period.

When the pupil knows the lesson sufficiently well to recite it, by answering the questions that you may see fit to ask, what can you do to make the knowledge he has

committed to memory of profit to him? This is the work of the recitation. Anybody can ask questions. But this is not teaching. It is merely testing the child's knowledge. Read pages 254-256.

Many think that the recitation should be abolished because the teachers abuse the time so. Much of the emphasis should be put on the study period. Would you be able to conduct a recitation without the text-book? Do you really know the contents of the lesson as well as the pupil knows them? Think about this and read pages 257-258.

In reading page 259 ponder carefully over these objects of the recitation:

(1) To find out what the pupil knows and why he knows it.

(2) To find out what the pupil does not know, and why he does not know it.

(3) To aid the pupil to a clear interpretation of the lesson.

(4) To explain difficulties too great for the class.

(5) To train the pupil in original expression.

(6) The building of character.

Compare these objects with others under this head. Then compare your own objects with them. An honest comparison is good fo rthe mind.

The prerequisites of a good recitation are: (1) The teacher's preparation of the lesson; (2) the proper assignment of the lesson and watchful supervision of the pupil's seat work; (3) the pupil's preparation of the lesson; and (4) comfortable, quiet, and healthy surroundings and necessary helps.

Again, compare your recitations with these prerequisites. It is an interesting exercise.

These four chapters present many topics that could be discussed in your teachers' meetings with considerable profit.

MYTHICAL INTERPRETATION OF THE ORIGIN OF OUR FOOD-GIVING PLANTS.

(Continued from page 7.)

. . . . . To-morrow
Is the last day of your conflict,
Is the last day of your fasting,
You will conquor and o'ercome me;
Make a bed for me to lie in,
Where the rains may fall upon me,
Where the sun may come and warm me,
Strip their garments, green and yellow,
Strip this nodding plumage from me,
Lay me in the earth, and make it
Soft and loose and light above me.

"Let no hand disturb my slumber,
Let no weed nor worm molest me,
Let no Kahgahgee, the raven,
Come to haunt me and molest me,
Only come yourself to watch me,
Till I wake, and start, and quicken,
Till I leap into the sunshine."

As Mondamin had predicted, on the last day of the contest, which was the last day of Hiawatha's fasting, Mondamin was overcome in the last wrestle, and Hiawatha did as he was commanded. His fast being ended, he returned to the wigwam of old Nokomis.

"But the place was not forgotten
Where he wrestled with Mondamin;
Nor forgotten nor neglected
Was the grave where lay Mondamin,
Sleeping in the rain and sunshine,
Where his scattered plumes and garments
Faded in the rain and sunshine.

"Day by day did Hiawatha
Go to wait and watch beside it;
Keep the dark mould soft above it,
Kept it clean from weeds and insects,
Drove away, with scoffs and shoutings
Kahgahgee, the king of ravens.

'Till at length a small green feather
from the earth shot slowly upward,
Then another and another,
And before the summer ended
Stood the maize in all its beauty,
With its shining robes about it,
And its long soft, yellow tresses;
And in rapture Hiawatha
Cried aloud, 'It is Mondamin!
Yes, the friend of man, Mondamin!'

"And still later, when the autumn
changed the long, green leaves to yellow,
And the soft and juicy kernels
Grew like wampum hard and yellow,
Then the ripened ears he gathered,
Stripped the withered husks from off them,
As he once had stripped the wrestler,
Gave the first feast of Mondamin,
And made known unto the people
This new gift of the Great Spirit."

A PROGRAM FOR PEACE DAY EXERCISES.

(Continued from page 6.)

ably more than eight times the average annual salary of a white public school teacher in North Carolina!

During the Civil War 359,000 soldiers on the Union side lost their lives. Can you imagine the tears, the misery, and the suffering caused by the loss of so many lives?

In 1909 the whole income of the government of the United States was $604,000,000 and $423,000,000 of that income was spent for the army, the navy, and for pensions. Seventy cents out of every 100 cents of that income was used for wars, past or future!

In 1907, Harper's Weekly estimated that crime cost the United States $1,076,000,000 a year. All the States are not yet spending quite half that amount each year for public education. Suppose we could add the $282,000,000 being spent for the army and the navy each year to the educational expenditures, don't you think we could decrease crime and the cost of crime?

Were half the power that fills the world with terror,
Were half the wealth bestowed on camps and courts,
Given to redeem the human mind from error,
There were no need of arsenals or forts.

—Longfellow.

BENEDICTION (TEACHER.)

The Lord bless thee,
And keep thee;
The Lord make His face to shine upon thee,
And be gracious unto thee:
The Lord lift up His countenance upon thee,
And give thee peace! Amen.

—Psalm LXVII.

(Each teacher is urged to send his or her name to The American School Peace League, 405 Marlborough St., Boston, Mass., and ask for peace literature.)

News and Comment About Books

NOTES AND COMMENT.

The book reviews in this department are usually short and crisp, intended to give the reader in short compass a correct idea of the voume in hand.

Commencement speeches and essays are now coming into the thoughts of your advanced pupils. What have you done in the way of providing fresh, new matter for your library to stimulate the young speakers and writers?

A new book of special interest now to teachers who are training students for debate is Professor Foster's "Essentials of Exposition and Argument." It is just published by Houghton, Mifflin Company, of Boston, at the price of 90 cents postpaid.

An usualy readable and instructive book is put to a good use by Supertendent W. T. R. Bell, of the Rutherfordton Graded Schools, who is using three dozen copies of Mr. Clarence Poe's "Where Half the World is Waking Up" for supplementary work in his eighth and ninth grades. Mt. Ulla also has adopted it, and Superintendent Blair, of Wilmington, has recommended it to his teachers for supplementary work in geography. The publishers offer special inducements in price to schools desiring to adopt the book for class use.

The Child's First Book for Home and School. By Florence Bass. 128 pages. Illustrations in colors and in black and white. Price, 30 cents. D. C. Heath & Company, Botson.

This attractive little book contains a vocabulary of one hundred and eighty-four words, by far the greater part of which are object and action words. The simple lessons are suited for the youngest children in the first grade. The book will appeal particularly to teachers who find children of the slow but sure type of development.

Essentials of Exposition and Argument. By William Trufant Foster, Ph.D., President of Reed College, Portland, Oregon. Cloth, 236 pages. Price 90 cents net postpaid. Houghton, Mifflin Company, Boston.

This is a very useful book for class use or private study. It is intended for use in high schools, academies and debating clubs. Ten chapters deal with the following topics: Exposition, The Subject, Research, Analysis, Evidence, Inference, The Brief, Development of the Argument, Principles of Style, and Debating. There are exercises, outlines, and briefs, all re-inforcing the equipment of the book for teaching the student to go to work for himself.

Thomas's Study of the Paragraph. By Helen Thomas, M.A., formerly Instructor in English in the Lexington (Mass.) High School. Cloth, 12m, 125 pages. Price, 50 cents. American Book Company, New York, Cincinnati and Chicago.

This little book supplements the ordinary text-books on composition and rhetoric by an intensive study of the paragraph. By discussion, imitation and suggestion, the pupil is interested, and is helped to attain a style of writing that is simple, clear and forceful. Though intended especially for high schools, the book is equally well suited for the first years in college.

A Handbook of Home Economics. By Etta Proctor Flagg, Supervisor of Domestic Science in the Los Angeles Public Schools. Cloth, 98 pages. Price, 75 cents. Little, Brown, & Company, Boston.

Here is a book of useful cooking and housekeeping recipes, with questions about the how and why. It is in two parts and has an index to recipes. How to set the table, how to wash dishes, how to make fudge and nut butter and cranberry jelly, how to make soup, muffins, and griddle cakes, brown bread and sponge cake, and dozens of other things are set forth in a way to interest and teach the little girl or the grown housekeeper who wants to know.

Golden Treasury Third Reader. By Charles M. Stebbins, Boys' High School, Brooklyn. Cloth, 12m, 256 pages, illustrated. Price, 48 cents. American Book Company, New York, Cincinnati, and Chicago.

The material in this book represents the best in literature. Much of it is new, and all is full of action. The illustrations are such as will arouse interest in the subject matter, and will also give the child higher ideals and a true appreciation of the beautiful in life. Language lessons are placed directly after the stories upon which they are based.

Cave Mound, and Lake Dwellers, and Other Primitive People. By Florence Holbrook. Cloth. 138 pages. 40 cents. D. C. Heath & Company, Boston.

The subject matter of this book is fresh and attractive. Most schools have limited their study of primitive life to the Indian and Eskimo; from neither of these has civilization inherited anything of value. The Cave and Lake Dwellers were our early ancestors, and from them we have inherited much. The study of their modes of life shows us the beginnings of civilization. Miss Holbrook's book also describes primitive industries, such as pottery making, spining, weaving, the making of leather and clothing, and treats of the taming of animals, the kindling of fire, the primitive family life, and the beginnings of trade and of the use of money. The illustrations are of exceptional educative value.

The Liberty Betterment Association.

The Woman's Betterment Association of Liberty High School was organized February 22, 1910, the membership of which has never been more than thirty.

During this time our treasurers have handled over $450. With the help of the teachers we undertook to buy a Stieff piano. We are promptly meeting our payments due, have bought lamps, water coolers and some chairs for school-building, made some improvements on the grounds and other things.

MRS. CHAS. SMITH, Sec.

We Are Still Building School Houses.

The State Board at its meeting in February granted loans from the State Loan Fund for building and Improving public school houses to fifty-one counties aggregating $77,-265. According to the applications the value of the school houses and improvements to be made with the aid of these loans aggregate $222,-415, and the value of the school property of the State will be increased by this amount.

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State School News

The extremely inclement weather this winter will hardly raise the average of school attendance this year.

—

The Pointer is the name of the magazine published by the boys and girls of the High Point high school. The first number bears the date of January. Sunshine and a fine school spirit run clear through it.

—

A series of contests in declamation and athletics, recitation, spelling and athletic sports will be held in Fayetteville by high schools of the twenty-one counties of the southeastern district of North Carolina, on April 12th.

—

The boys of the Spring Hope Literary Society have taken steps to have enlarged photographs of Mr. J. J. Spivey and Mr. S. A. Marshbourn, deceased, put in their school building. The two men named were devoted members of the local school board.

—

The trustees of the Presbyterian College in Charlotte have accepted a proposition to sell the college property and build in a new location. For the new site the college is given eighty-five acres of land and $8,000 and is guaranteed $100,000 for the present property.

—

The Supreme Court has decided, in the appeal of the school commissioners of the city of Charlotte vs. the Board of Aldermen, that the exclusive control of the public schools of the city and expenditure of the school funds is vested in the school board and the board of aldermen has nothing to do with funds or schools. The Charlotte aldermen undertook to control the expenditure of bonds voted for school purposes.

—

The Western North Carolina Conference of the M. .E. Church, South, is considering the removal of Rutherford College from its present site near Connelly Springs in Burke County. There has also been much talk of uniting Rutherford and Weaverville Colleges and locating the consolidated institutions at Weaverville, or Statesville, or Charlotte, or Taylorsville, or Winston. Bids are invited from towns that want the college.

—

The Olney Betterment Association attended to three important items of business at the February meeting. The pump and the front steps needed repairs. Wives of the hardware men and lumbermen were put on the committee to have it done. Steps were taken to provide medical examination of the pupils. The Association didn't know what crop to plant in the quarter-acre of school ground; they decided to add another quarter to it and plant in cotton—or something better.

Important Change in Leadership of University Virginia Summer School.

Mr. Charles G. Maphis has been appointed Professor of Secondary Education and Director of the University of Virginia Summer School to succeed Dr. Bruce R. Payne, who was recently elected President of Peabody College for Teachers.

Dr. Payne gave serious attention to courses of instruction, to methods of teaching, and he was particularly careful to collect at Charlottesville a faculty of experienced and well-qualified educators. These features all combined to make the school one of the very best summer institutions in America.

During these years much of the success of the school's internal work was due to Mr. Maphis who, as Registrar, was associated with Dr. Payne form the beginning of the Summer School. He, of course, has an intimate acquaintance with all of the dettails of the work and his training has been such as to prove most beneficial to every department of the Summer School. Naturally, then, when Dr. Payne was elected President of the Peabody School at Nashville Mr. Maphis was chosen to succeed him at the University.

The North Carolina Child Labor Committee.

The following gentlemen make up the North Carolina Child Labor Committee:

Chas. B. Aycock, Raleigh; J. W. Bailey, Raleigh; Jos. Blount Cheshire, Raleigh; Robert F. Campbell, Asheville; J. J. Hall, Fayetteville; Thos. J. Jarvis, Greenville; Jullan S. Carr, Jr., Durham; Henry A. Page, Aberdeen; William L. Poteat, Wake Forest; Hubert A. Royster, Raleigh; A. M. Scales, Greensboro; W. E. Stone, Raleigh; R. T. Vann, Raleigh; Heriot Clarkson, Charlotte; Julius I. Foust, Greensboro; Robert Strange, Wilmington.

These names, within themselves, give assurance that the Committee is engaged in work that is not only good, but needful. It may be well, however, to sxplain to the State at large just what this Committee feels should be done.

The Committee is a sort of self-constituted guardian of the childhood of the State. There are defects in the present child labor law which permit the employment in factories of children at ages when they should be either in school or out in the open air, and which also permits the employment of children at night. The North Carolina Child Labor Committee believes that the time has come when the State should say that her innocent children should not be employed at work which will be hurtful on the one hand to their physical growth and which will prevent their mental and spiritual development on the other; and especially that children should not be made or allowed to work during the night hours at the very time that nature has provided for their rest and growth.

The Child Labor Committee further believes that in addition to placing upon the statute books the proper sort of laws for the protection of children, machinery should be created for the inspection and for seeing that the law is obeyed.

(Signed) W. H. SWIFT,
Field Secretary.

Chadbourn's Reading Club.

The Chadbourn Reading Club was organized a few evenings ago with fifty charter members. The following officers were elected: Dr. W. F. Smith, President; E. J. Britt, Vice-President; J. H. Land, Secretary, and A. H. Houston, Treasurer. The executive committee is composed of the following: Hon. J. A. Brown, P. Lennon, J. I. Crawford, G. H. Bonghner, and W. D. Pridgen. The reading room will be open every afternoon and evening to the members of the club. A number of the leading magazines and daily and weekly papers will be taken at present, and a number of new books will be added later.

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THE UNIVERSITY OF CHICAGO
CHICAGO, ILLINOIS

Prize Essay Contest.

The National Kindergarten Association has been formed for the purpose of promoting interest in the kindergarten subject and of harmonizing the methods of educating children younger than six years of age, and it purposes to investigate all methods and to cull from each whatever may be of benefit to or calculated to improve the kindergarten system.

In order to discover the opinions of those persons who are now engaged in teaching the children, the board of directors has decided to offer three prizes for essays on the "benefits of the Kindergarten," and suggests that competitors should include such information as they may have obtained upon the following subjects:

(1) Why should all our schools have kindergartens?

(2) What the kindergarten does for the child.

(3) The influence of the kindergarten on the home.

(4) The kindergarten as an uplifting influence in the community.

The prizes are: First, $100; second, $50; and third, $25; and the contest is open to all kindergarteners and primary teachers.

The Association reserves the right to publish such of the articles as it may select, and will pay $5 for such of them as may be used other than those for which prizes are given.

Essays should not contain more than fifteen hundred words, written on one side of the paper only, and should be received by the Association not later than April 15th, 1912. They will not be returned.

The decision of the examining committee will be announced on June 1st, 1912.

Address communications to "Prize Essay Department."
National Kindergarten Association,
—National Kindergarten Association.
New York.

The Corn Lady.

A most delightful little book that has just come to my desk, and which I wish every school teacher in North Carolina could read, is entitled "The Corn Lady." It is by Miss Jessie Field, the County Superintendent of Schools in Page County, Iowa. Since Miss Fields has without doubt done more for rural life than any other woman county superintendent in the United States, this little book is of more than usual interest and value. It gives some actual experiences in a rural school and shows how any teacher can make her work more interesting and more valuable to the rural schools.

In addition to this it gives farm arithmetic problems, and several score cards to be used in corn judging, domestic science, judging, etc.

It is well illustrated and on very good paper. E. E. BALCOMB.

New Building For Trinity College.

A contract has just been given at Trinity College for a new dormitory. This will complete the building plan begun here more than twelve months ago. A group of four buildings costing nearly a quarter of million dollars will be added to the educational plant. No institution in North Carolina has ever witnessed so much improvement in the same given time.

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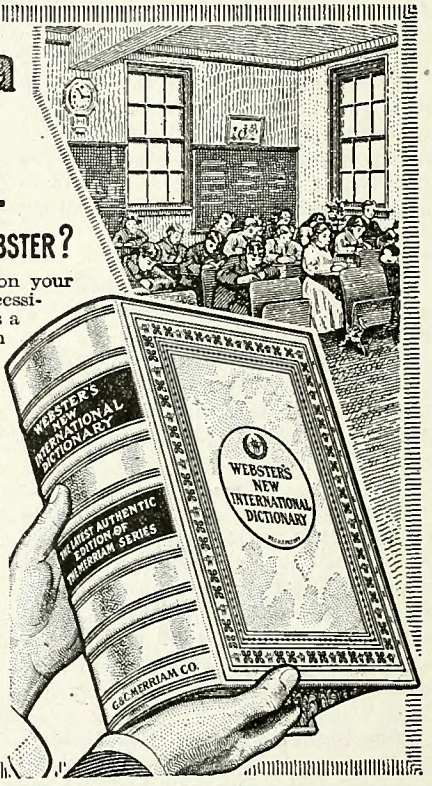

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The North Carolina Boys' Corn Club, 1912.

Conducted by the United States Department of Agriculture, the State Agricultural and Mechanical College.

State prize of a free trip to Washington, D. C.: To be awarded to the boy making the largest yield at the least cost per bushel.

District cash prizes, offered by the State Department of Agriculture. Five prizes in each district for best yield at least cost per bushel. First, $15.00. Second, $12.50. Third, $10.00: Fourth, $5.00. Fifth, $2.50.

First District: Counties of Camden, Currituck, Pasquotank, Perquimans, Chowan, Washington, Tyrrell, Dare, Hyde, Beaufort, Pamlico.

Second District: Counties of Gates, Hertford, Bertie, Martin, Northampton, Halifax, Edgecombe, Wilson, and Warren.

Third District: Counties of Pitt, Green, Wayne, Lenoir, Craven, Jones, Carteret, Onslow, Duplin, and Pender.

Fourth District: Counties of Person, Orange, Caswell, Alamance, Rockingham, Guilford, Randolph, Stokes, Davidson, Forsyth.

Sixth District: Counties of New Hanover, Brunswick, Columbus, Bladen, Sampson, Robeson, Cumberland, Harnet, Hoke.

Seventh District: Counties of Scotland, Moore, Richmond, Montgomery, Anson, Stanly, Union, Cabarrus, Mecklenburg.

Eighth District: Counties of Surry, Alleghany, Wilkes, Alexander, Ashe, Watauga, Caldwell, Burke, McDowell, Mitchell, Yancey, Avery.

Ninth District: Counties of Yadkin, Davie, Rowan, Iredell, Catawba, Lincoln, Gaston, Cleveland, Rutherford, Polk.

Tenth District: Counties of Madison, Buncombe, Henderson, Transylvania, Haywood, Jackson, Macon, Swain, Graham, Clay, Cherokee.

Rules.

1 All members must be under 18 years of age August 1, 1912.

2 Each boy must plant one acre of corn (4,840 square yards,) doing all the work himself, except that small boys may hire their land broken.

3 No member must use more than $10.00 worth of commercial fertilizer.

4 Each member must keep a record of his work, amount of manure and fertilizer used and make out a report on the special blank which will be furnished him.

5 Each member must read the instructions sent him by the Department of Agriculture.

For further information or enrollment, address I. O. Schaub, Special Agent in Extension, West Raleigh, N. C.

The University of North Carolina

SUMMER SCHOOL FOR TEACHERS June 11—July 20, 1912.

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A bulletin containing detailed information s to courses of study instructors expenses, etc., will be ready ear y in March. This will be sent, upon application, to any one interssted.

For further information, address

N. W. WALKER, Director of the Summer School,
Chapel Hill, N. C.

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For catalogues and other information, address

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Interest In Agricultural Education.

Sixty-two railroad trains, operated by officers of experiment stations of the Department of Agriculture, traveled over 35,000 miles during 1911. Public meetings held by these officers were attended by nearly 1,000,000 persons. Traveling schools to the number of 149 were attended by 40,000 farmers and farmers' boys. Farmers' institutes held 15,000 sessions, attended by 2,000,000 people. These interesting facts and many more appear in the annual report of the diretcor of this department to Secretary Wilson, recently made public.

New Building For Guilford College.

The yearly meeting house for the Friends will be a simple but pretty structure of brick and granite and will cost $13,000. It will be neatly and conveniently furnished, will have kitchen and dining room, Sunday-school rooms and parlors. The seating capacity will be 1,000, the building taking the place of an historic old weatherboard structure now at Guilford because of the tremendous crowds that each year attend the yearly meetings.

The dormitory for boys at Guilford will cost $18,000 and according to the specifications will have two stories with 28 rooms. It will be modern in all details. The committee stated tonight that the meeting house would be ready for occupancy in August and that the dormitory would be ready for occupation by September.

North Carolina Can Supply the Country.

North Carolina holds first place among Southern States in its progressive educational leaders, beginning with Hon. J. Y. Joyner, who was chosen president of the National Educational Association, because the South looked to him for leadership. It has furnished the president of the Peabody College at Nashville, Tenn., the president of the University of Texas, and half adozen other big educational institutions in the South and West.

If Dr. Henry Louis Smith accepts the presidency of the Washington and Lee University, at Lexington, Va., the following educational institutions will have North Carolinians as their executive heads:

University of Virginia, President Alderman.

Virginia Polytechnic Institute, President Barringer.

Presbyterian Theological Seminary, President Moore.

Richmond Medical College, President J. Allison Hodges.

Washington and Lee, President Henry Louis Smith.

In addition to these men who are presidents of these leading educational institutions in Virginia, North Carolina has given Virginia a number of its ablest professors in its university and colleges.

North Carolina is the nursery of great men. We produce enough to man our own institutions and to lend some of them to the Old Dominion.—News and Observer.

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Appropriations From the State Fund.

At a meeting of the State Board of Education the special State appropriation, known as the second hundred thousand dollars, to provide a four-months' school term, was apportioned to fifty counties. The number of counties requiring aid from the State for a four-months' school term last year was sixty-six. The number had, therefore, been reduced sixteen counties. Just one-half of the counties of the State now require aid from this special State appropriation for a four months' school.

The amount and what counties received part of this fund appears below:

Alexander	$ 3,108.18
Allegrany	4,603,62
Ashe	3,079.50
Avery	2,897.48
Bladen	1,531.00
Brunswick	697.74
Burke	1,422.76
Caldwell	1,384.00
Camden	1,316.32
Carteret	3,027.00
Caswell	2,900.00
Catawba	1,750.00
Chatham	1,280.21
Cherokee	1,352.00
Chowan	600.00
Clay	544.22
Columbus	1,717.54
Currituck	2,060.28
Dare	3,154.24
Franklin	2,570.00
Gates	300.00
Graham	461.11
Granville	1,013.50
Henderson	1,279.11
Hyde	2,473.97
Jackson	3,402.95
Lee	394.51
Jones	1,239.04
Lincoln	1,721.57
Macon	1,099.00
Madison	1,839.17
McDowell	501.00
Mitchell	1,508.50
Montgomery	750.46
Northampton	1,060.50
Onslow	1,924.49
Orange	1,432.50
Pamlico	3,178.79
Person	821.15
Polk	726.51
Randolph	1,175.00
Stanly	614.21
Stokes	1,546.62
Trnasylvanla	3,092.92
Warren	777.65
Watauga	1,398.39
Wilkes	4,734.74
Yadkin	1,409.17
Yancey	2,749.60
Total	86,042.22

New Buildings For the University.

It has been decided to hold a big celebration at the University on the opening of the new medical building in May. The date is to be determined later. It is to be known as Caldwell Hall in honor of the first president of the university. It was begun last June and will be completed during the present month. Two other new buildings are to be erected during the present year, one at a cost of $40,000 for the school of education, provided by the general education board, the university to support the school at a cost of about $10,000 per year. Also it is expected that a $60,000 dormitory of three sections will be completed by September. The comtract has been awarded and the work is getting under way.

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Story of Cotton	.68	"

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Improvements in the New Bern Schools.

The New Bern white graded school, which is one of the largest and best regulated in Eastern North Carolina, will have a number of improvements added during the next few days. Two large rooms which will be used for various purposes will be added to the main building. Recently a modern heating plant, capable of heating more than a hundred average sized rooms, was installed for the purpose of furnishing heat during the winter months. In the Domestic Science Department a modern kitchen outfit, including gas range and other necessities, has recently been installed.

The Afternoon School Club At Liberty.

The students and teachers of Liberty High School have had the pleasure of the educational exhibit of The Afternoon School Club the past week. The exhibit and the work of the ladies in charge, Misses Beall and Brown, have been an inspiration and a delight in our midst.

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PROF. EDWIN P. MOSES, author of Moses Primer.
PRESIDENT G. M. SMITHDEAL, author of Smithdeal Copy Books.
DR. T. GILBERT PEARSON, author of Stories of Bird Life.
W. J. PEELE, ESQ., author of Civil Government of North Carolina and the United States.
DR. C. ALPHONSO SMITH, author of OUR LANGUAGE-GRAMMAR—one of the most satisfactory grammars ever published.
M. WINNIFRED HALIBURTON, author of Playmates Primer and Graded Classics Readers, of which more than 4,000,000 copies have been sold. Also author of Phonics in Reading.

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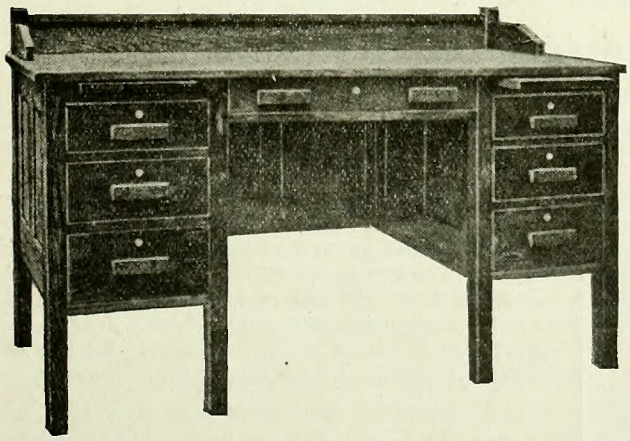

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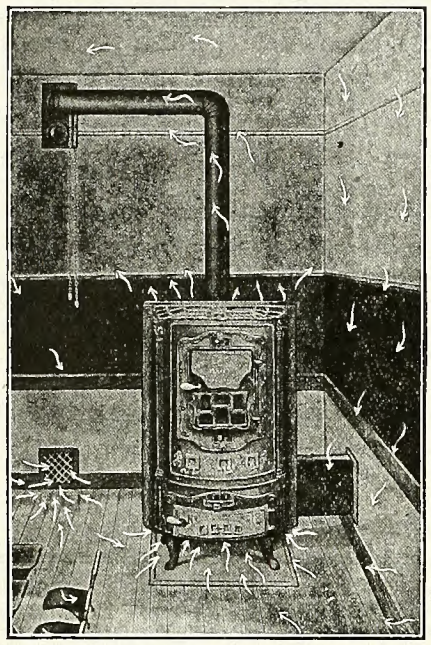

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University of Virginia, October 4, 1911.

"I am convinced from an examination of this little book, that it deserves a place upon the text book list of the State. Its author is a young scholar who has done his work well, and the reading of the book will have value for every growing child in the State."—Edwin A. Alderman.

"I have read carefully the proof of Makers of North Carolina History, that is, I have read most of the chapters and many of them were read by my eleven-year-old boy. He found them very interesting. This book will fill a place in the public schools that has long needed filling. It is well written and every line will interest the children.

"Our children do not know enough about our history, because the histories of the State have not been so written as to interest children. Connor has found the key to the situation. Any child that reads this book will find that he does not have to go to Greece or Rome to find heroes. I am convinced that it should be used in all the schools in the State."—Supt. J. C. Kittrell, Vance County.

Order has been made for your excellent book, "Makers of N. C. History," and the book is in the hands of our Sixth Grade. On March 1st. I shall place it, also, in our Fifth Grade. The children are delighted with "Makers of N. C. History," and to stimulate further interest, I have offered a medal for the pupil standing best examination in either grade.—W. T. R. Bell, Superintendent Rutherfordton Public Schools.

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NORTH CAROLINA

EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

Vol. VI. No. 8. RALEIGH, N. C., APRIL, 1912. Price: $1 a Year.

Easter Week

See the land, her Easter keeping,
Rises as her Maker rose,
Seeds, so long in darkness sleeping,
Burst at last from winter snows.
Earth with heaven above rejoices,
Fields and gardens hail the spring;
Shaughs and woodlands ring with voices
While the wild birds build and sing.

You to whom your Maker granted
Powers to those sweet birds unknown,
Use the craft by God implanted;
Use the reason not your own.
Here, while heaven and earth rejoices,
Each his Easter tribute bring—
Work of fingers, chant of voices,
Like the birds who build and sing.

—Charles Kingsley.

State Library

APRIL, 1912

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THIRD YEAR'S COURSE, 1911-1912

TEACHERS' READING COURSE CONCLUDED.

Teachers should study carefully Chapters XVIII., XIX., XX., and XXI. The subject matter contained here was treated fully in Hamilton's Recitation. The teacher should make a comparison of the two authors.

Chapter XVIII.—The Teachers' Preparation of the Lesson.—Herein is to be found the first step toward the success of a teacher in the school-room. Of course, if you do not own the text-book you are to teach and if you do not read the lessons over before going on class, then you have made no preparation, and you are no teacher. But what preparation can you make? Read this chapter.

Capter XIX.—Proper Assignment of Lessons.—Give the pupils something definite to hunt for in the lesson. Notice the steps in assigning a lesson.

Chapter XX.—The Pupils' Study of the Lesson.—Under what conditions can the child do its best work, and how much studying or learning can a child accomplish in a given time? That depends upon the teacher and the child. Read this chapter and learn how much the teacher contributes to the child's capacity for learning.

Chapter XXI.—Method in Teaching the Lesson.—How much more can a teacher do on class than ask questions about the lesson? There should be an aim in view. There are certain steps in the process of instruction, and there are many aids other than those to method.

These are the four most important chapters in the book. It is unfortunate that they came so late in the year. They should be studied very carefully, however.

Part IV.—The Teacher as a Trainer, and Part V., The Teacher as a Ruler and Manager, contain many very thoughtful suggestions, and all teachers in the Reading Course should complete these chapters.

New Course of Study in June Number.

Since the schools will be closing in May, and since many have already closed, we shall not publish an outline of Study for May ,but the June number will contain the new course of study for next year's Reading Course.

The successful worker must have the spirit of play in his heart and the successful man is only the successful boy with a man's experience.—Charles E. Hughes.

A SKILLFUL DEVICE.

The first grade teacher was changing her primer class from phonetics to simple spelling. The word today was giving the pupils trouble. They could not just remember how the letters were arranged; they could call them from the board, but when they were told to look the other way they could not get it right. After several failures the teacher called one of the boys to her and stood him on her desk. She said: "Now, children, look closely and answer my questions. Who is this?"

"What is the color of his hair? Of his eyes?"

"What kind of a coat has he? What kind of a collar?"

"What kind of shoes has he?"

"Look at him good now, so you can tell me just how he looks."

The boy was then sent out of the room and the teacher began questioning her pupils.

"Who stood on my desk?"

"What was the color of his coat?"

"What kind of shoes did he have?" etc.

"How do you know he had yellow shoes? You can not see him now."

One little boy sprang up and said: "I can see him now; I can see him just like he stood on the desk."

The teacher said: "Yes, you have his picture in your mind. This picture is your idea of Clark. Now let us get a picture or idea of this word today in our minds. Look at it.

"How many parts or letters?"

"What is the name of the first letter?"

"What is the name of the middle letter? The last one?"

"Who can sound the word?"

"Who has a picture of today in his mind?"

Every hand in the room went up.—From a County Superintendent's Note Book.

PUBLIC PLAYGROUNDS FOR CHILDREN.

Some facts brought out in the year book of the Playground and Recreation Association of America are of much more than passing interest. During 1911, $22,750,000were expended in this country for establishment and fitting up of public playgrounds. More than 1,500 such grounds are maintained. Nineteen cities have authorized the issuing of bonds to the extent of $4,500,000 for playground purposes; and in 12 cities acreage to the value of $118,000 has been given in aid of the cause.

So systematized has become this "playground work" and so great and rapid its extension that special schools or classes have been instituted in upward of sixty cities for training of competent instructors and managers. "As the twig is bent the tree is inclined." The practical spirit of the times seeks to prevent the bending of the twig of childhood, so that the tree of citizenship may grow as straight and strong as possible.—Chicago Journal.

SOME THINGS NORTH CAROLINIANS SAW AND HEARD AT ST. LOUIS

By E. C. Brooks

There were ten of us from North Carolina in attendance upon the meetings of the Department of Superintendence of the National Education Association which met in St. Louis, February 26, 27, 28, and 29 as follows: Hon. J. Y. Joyner, President Robert H. Wright, Prof. E. E. Balcomb, Superintendents F. M. Harper, S. B. Underwood, R. J. Tighe, Ernest Green, John L. Harris, T. C. Henderson, and E. C. Brooks.

The School Masters' Club at Cincinnati.

Two members of the party went ahead of the crowd to attend a banquet given by the School Masters' Club of Cincinnati in honor of Superintendent Dyer of the Cincinnati schools who had recently declined the superintendency of the Pittsburg schools and a salary of $10,000, preferring to remain at Cincinnati on a salary of $6,000. The principal address on this occasion was delivered by Dr. David Snedden, Commission of Education of Massachusetts. His address was on "Tendencies in Industrial Education," and he advocated very strongly dividing education into two parts, the old traditional, such is found everywhere, and the vocational. He argued in favor of separating the vocational entirely from the old traditional. He spoke strongly for the vocational school and emphasized the notion that the traditional subjects must be reduced to a minimum in the vocational schools.

The Banquet to Commissioner Claxton.

It was a unique banquet that the National Commitee on Agricultural Education gave in honor of United States Commission of Education P. P. Claxton. Oranges were contributed by the Chamber of Commerce of Los Angeles; menu cards by State Normal College of Colorado, place cards and potato rice by State Superintendent of Public Instruction of chips by State Normal School of Salt Lake City, Utah; Arkansas; designs by Winthrop Normal College of South Carolina; olives by the Ehmonn Olive Company of California; whole wheat rolls by Young Woman's Christian Association ot St. Louis; beaten biscuits came from Kentucky, candy from Tennessee, cakes from Nebraska, biscuits from Alabama, butter from Wisconsin, bread from Page County, Iowa, and many other things from many other sections of the country.

Judging from his appearance, Comissioner Claxton was enjoying the occasion, and so were his friends from North Carolina. He was welcomed to his new position by representatives from many different departments of the National Education Association. There was no doubt about the welcome. It was genuine, and so was the response from the Commissioner. About 350 school men attended the banquet.

Knocking the Rural School.

The one-teacher rural school was knocked from first to last. Every speaker eulogized the purpose but attacked the results. Prof. Edward J. Ward, of the University of Wisconsin, in speaking of the school of a generation ago, said: "The old double seats were not any too comfortable; the light from the kerosene lamps with their tin reflectors wasn't any too good, but there was a human spirit in those gatherings, a man-to-man frankness and a democracy that made America mean something to us young fellows. And there was a spirit of neighborhood there—not only in the sociables, the spell-downs, and singing school, but in the meetings where folks just listened to speakers and talked."

Superintendent E. T. Fairchild, of Kansas, said: "It is conceded that the rural school is the one laggard in the tducational procession. Of the 12,000,000 rural school children, less than 25 per cent are completing the work of the grades."

Mr. Owen R. Lovejoy, Secretary of the National Child Labor Committee, said that the public school, not the child labor committees, must bear the responsibility of the children thrown into idleness by child labor laws.

Schools as Social Centers.

"Public school buildings and public school machinery are needed for social centers," said Superintendent Maxwell, of New York. "In New York we have evening schools and lecture system. In every school in New York a lecture is given at least once a week, attended by pupils and their relatives. Last year 1,250,00 persons attended these night lectures. Until we established social centers the buildings were used but 1,000 out of 8,640 hours a year, or about 12 per cent. In 1911, 8,943,865 persons took advantage of the opening of school buildings for social activities at night, and we have just begun."

Mrs. Ella Flagg Young, of Chicago, said that no economic waste in any municipality is equal to the waste of keeping the school buildings closed except between the hours of 9 a. m. and 5 p. m.

Atacking the Graded System.

"The most insane idea that has hypnotically spread from the colleges down to the first grade," said Presdent D. E. Phillips, of the Denver Board of Education," is the idea that a teacher with forty children can ask a question, call on a child to recite, grade him 0, 4, or 10; keep this up for five or ten months, then present an array of questions to be answered and graded in like manner, and by the final addition of these results, determine the child's knowledge and fitness for promotion."

It was stated that no teacher or superintendent, except an incompetent one, expects the school to observe strict grade lines. Pupils should be given a chance to go from grade to grade at pleasure. One superintendent stated it strongly that it should be against the law to run a graded school in which pupils of different capacities are held in a grade a year and given no good opportunity to work on ahead of his class.

Industrial and Vocational Education.

The one theme running throughout the Association was the need of more industrial training. Commissioner Claxton referred to the rural school as

(Continued on page 7)

PORTRAIT OF SUPERINTENDENT JOYNER PRESENTED TO STATE

When the Executive Committee of the Teachers' Assembly met in Raleigh, March 9th, a portrait of Hon. J. Y. Joyner was presented to the State in commemoration of his ten years of service. A decade of service was the theme of the address of Prof. E. C. Brooks, President of the Teachers' Assembly, in presenting the portrait which was accepted in behalf of the State by Hon. J. Bryan Grimes, Secretary of State.

The Presentation Speech.

We have met here this morning to commemorate the public services of an educational statesman. On the 26th day of February, 1902, Prof. James Y. Joyner, of the State Normal and Industrial College, took the oath of office as State Superintendent of Public Instruction. The 26th day of February, 1912, therefore, completes a decade of service in that office—a decade that has witnessed a complete revolution in educational standards, policies and processes. It was a modest, retiring teacher of English that came from the quiet, and very tranquil life of a college community into a chaotic and very tumultuous world. The educational policy was undefined and the passions of the people were still stirred by the political tornado that had just swept over the State.

When he entered the office of State Superintendent of Public Instruction he found only one clerk and a stenographer employed on half salary. Moreover, the duties of this office were but poorly outlined and its possibilities but vaguely understood. He first magnified the office and the State Superintendent of Public Instruction at once became equal in rank and dignity to that of any other official in the Governor's Council. Ten years ago North Carolina did not believe in public education. At that time only forty-two districts in the State, including cities, towns and rural communities, considered education of sufficient importance to support the schools by special taxation. The average salary of the County Superintendents was less than a dollar a day per annum. There was little interest manifested in building or improving school-houses. The average yearly salary of teachers was only about one hundred dollars. The school term averaged only eighty days, and over half the counties did not average seventy days. Thousands of children who really wished to attend school did not have opportunity to go more than three months in the year. Many of our most progressive towns, commercially, stood solidly against voting any taxes for schools, and one town after making the supposed mistake of voting the tax, and after trying the public school for a year or two, voted the tax out, closed the school, and celebrated the event with bomfires and brass bands. Many of the city schools believed that it was wrong in principle to maintain a high school department and a rural public high school was not even entertained by many of the school men, to say nothing of the rank and file of the people. Only one strictly rural community had had the courage to lay off a district and vote a special tax, and this act was heralded abroad as something unique and quite modern in our State, and every educational speaker used Wesley Chapel as a text and told of its magnificent act throughout the length and breadth of the land. But education was not yet considered a necessary expense.

These meagre facts give you an imperfect view of the lack of interest in public education only ten years ago. A close observer, however, studying the signs of the times, would have detected a tendency to break away from the narrow notions of the past. A new force had come out of the old century. A new leader was preaching a new doctrine. A new constitution would impose a new duty on the manhood of the State. Centuries of inertia were slowly heaving, the State was really about to move in earnest, and every citizen from the mountains to the sea felt the accumulated energy of a long line of heroic men who had been battling against a discouraging indifference, and they had at last caught a new inspiration from that matchless leader our Educational Governor, the Hon. Charles B. Aycock. He was ushering in a new era and was preparing the way for a new leader whose ten years of services we are honoring to-day. It was at this point that the teacher of English in our Woman's College was appointed by him State Superintendent of Public Instruction, to succeed a hero, General T. F. Toon, who had sacrificed his life in the interest of better schools. A decade is only a moment in the life of the Commonwealth. It is only a brief period of time in the life of an individual. Yet in such a moment the destiny of a Commonwealth may be vouchsafed, and in such a period the earthly immortality of an individual may be assured. The moment, the period from 1902 to 1912, marks the beginning and directions of a new era in this old Commonwealth and gives unique distinction to a public official whose force and personality are a public asset; and whoever writes the educational history of this decade will be the biographer of James Yadkin Joyner.

It is so easy to-day to vote a tax for schools, erect a new building, and organize a group of teachers, that the younger generation may sometimes fail to appreciate what this decade really means, and the part it actually plays, in our present rapid development. Three names must forever be associated together, and if the State in the long line of coming ages, is to reap the benefits that surely must come from the government of cultivated minds, if talent is constantly springing up on our barren hillsides and finding an avenue through our school to the broader theatre of life where great affairs are conducted by able men, then the works of Joyner, Aycock, and McIver shall be a perpetual blessing upon all subsequent generations.

The Beginning of Our Educational Revival.

This ten years of achievements began in a whirlwind campaign. A conference of men interested in education, headed by Dr. Charles D. McIver, was held in the Governor's office. It was decided to begin at once a general and systematic campaign for local taxation, consolidation of districts, and the improvement of school-houses. The committee to manage the campaign was composed of the Hon. J. Y. Joyner, the new State Superintendent of Public Instruction, Governor Charles B. Aycock and Dr. Charles D. McIver. It was my privilege to serve as secretary to this committee and to be associated with the State Superintendent, and, acting under his ad-

vice, to conduct this campaign for eighteen months. This period is a part of the political, as well as the educational, history of our State, and its results are recorded in the progress of to-day.

Under such conditions, however, and at such a time, did the new Superintendent place himself at the head of the educational forces of the State. The times demanded sanity, progressive conservatism, and constructive ability, and these are precisely the dominant characteristics of the man whose decade of continuous service we have met here to-day to honor. Men of wide political influence advised him to be less aggressive. Many newspapers were hostile to his policies. Abusive epithets were hurled at him from many sections of the State. I have preserved many clippings of this period, and one editor stated boldly that it would be a blessing to the State, if our Educational Governor and our new Superintendent should be afflicted with lock-jaw. Such conditions existed only ten years ago.

The Achievements of a Decade.

But courage begets courage and wisdom inspires confidence. The faint-hearted became bold and uttered thoughts that had existed for years in the silent chambers of the soul. It took a real leader to call them forth, but once uttered, old notions and traditions began slowly to disappear and the State to-day believes that education is a necessary expense. Under ten years of wise leadership, public school expenditures have increased nealy three-fold. One month has been added to the average school term and over twelve hundred districts levy a special tax for school purposes. Moreover, the amount raised by local taxation alone in these districts is greater than the total amount expended in all the rural districts ten years ago. School property has increased in valuation nearly three-fold. City school property alone is to-day double the value of the total school proyerty of a deeade ago. More than three thousand school buildings have been erected. The average salary of teachers has increased more than 50 per cent, and there are thirty-five hundred more teachers employed to-day than ten years ago. Three times as much money is spent for supervision and both enrollment and average attendance of pupils show a decided gain. Ten years ago the rural library law had just become active. Less than five hnudred libraries were to be found among the ten thousand schools. To-day nearly three thousand libraries are at the service of the rural children and nearly three hundred thousand volumes are at the command of the teachers. The public high school law has been enacted and over two hundred public high schools have been established. A fund of six hundred thousand dollars has been created for building and improving school-houses. The general tax rate has been increased from eighteen cents to twenty cents, thus increasing the school fund at least three hundred and fifty thousand dollars. Moreover, the teachers of the State have been recognized as a body of professional workers and given representation on the State Board, both in managing the high schools and in selecting books for the public schools.

These meagre facts do not begin to tell the achievements of this period. They merely hint at the changes in public sentiment that have taken place within the past ten years. Ten years ago one man, the State Superintendent alone, had supervision over the entire school system. To-day there is a supervisor of teacher training, a supervisor of rural libraries and school-houses, an inspector of high schools, and a supervisor of elementary schools, all working out from the office of the State Superintendent of Public Instruction, and each devoting his skill and energy to the development of a definite part of the public school system. Such remarkable changes were impossible without wise leadership in which the whole State had faith and hope and in which each man interested in education took personal pride.

But it is not the organization and supervision alone for which this decade is famous. Education is ever trying to interpret the essentials of life and ever trying to adjust the individual to the really fundamental things in our economic, social, and religious life. But the economic, social and religious processes are constantly changing, although the ideals may possibly be fixed. Man is ever modifying or changing his environment, while the environment is ever modifying or changing the habits of man and the forces of nature are constantly acting and reacting on each other, while the race is ever working upward, always passing into higher and clearer intellectual zones, where many phenomena once mysterious are made plain, and new forces once the terror of the race are brought into service for the advancement of mankind. These reacting forces and ever-changing conditions are not at all noticeable to the average man in the daily walks of life. But the school always slower than the average citizen to adjust itself to the new life and rarely if ever keeping pace with the progress in the economic and social world, frequently presents a sad contrast to the real world that the child must enter. Therefore, it takes more patience, more energy, more wisdom, and more faith to change the content of the school curriculum and to adjust it to the living world of to-day than it does to build magnificent structures, vote heavy sums of money and organize the entire school system of a great State.

When the farm life school was established the greatest victory of this decade was won, not because of the actual law that was passed, but because it gave a new meaning to education and makes it easier for subsequent generations to effect a better adjustment of the school to the real life of to-day. We were almost fixed in our habit of defining education in terms of a few old text-books, the contents of which have been discarded by the world outside of the school-room for almost a generation.

This ten years of service, therefore, has given us a new organization, and a new direction for our professional energies. Whatsoever other calamities, external or internal, may overtake us while our district schools are supporter at the public expense and the teaching profession is increasing in efficiency, nothing but the irrevocable decree of Omnipotence can bring this old Commonwealth to a humiliating end. Other States may far surpass her in geographical domain, but the government of cultivated minds is as boundless as the universe.

Few men have so extended a great system like this and breathed into it a finer spirit in so short a time.

For all these services it is eminently proper that the teachers of North Carolina should honor the

(Continued on page 17.)

STUDIES IN NORTH CAROLINA POEMS

XIII.—THE CHILDREN.

By Benjamin Sledd.

The Author.—Benjamin Sledd was born in Bedford County ,Virginia, August 27, 1864. He graduated at Washington and Lee University in 1886. After leaving this institution he spent one year at Johns Hopkins University, and in 1888 became Professor of English in Wake Forest College, North Carolina, which position he still holds. Dr. Sledd is a real teacher, and for nearly a quarter of a century he has been instructing the young men of Wake Forest College and aiding them to interpret the best in English literature. John Charles McNeill was his pupil, and the pupil receiving encouragement and direction from the teacher-poet lived only long enough to see his own verse appreciated and that of his teacher honored. Professor Sledd has edited text-books and contributed much to the literature of the South. Two volumes of poems have been published—"From Cliff and Scaur" in 1897, and "The Watchers of the Hearth" in 1901. The following poem is taken from "The Watchers of the Hearth":

THE CHILDREN.

No more of work! Yet ere I seek my bed,
Noiseless into the children's room I go,
With its four little couches all a-row,
And bend a moment over each dear head.

Those soft, round arms on the pillow spread,
Those dreaming lips babbling more than we know,
One tearful, smothered sigh of baby woe—
Fond works of chiding, would they were unsaid!

And while on each moist brow a kiss I lay,
With tremulous rapture grown almost to pain,
Close at my side I hear a whispered name:—
Our long-lost babe, who with the dawning came,
And in the midnight went from us again.
And with bowed head one good-night more I said.

XIV.—MATER MEA, CAROLINA.

By Pattie Williams Gee.

The Author.—Pattie Williams Gee was born in Halifax County, March 10, 1867. Her father, Dr. Charles James Gee, was a surgeon in the army of Northern Virginia, he being a member of the First North Carolina State Troops. She became an orphan at the age of five and was transferred to the home of her aunt, Mrs. Richard C. Badger, of Raleigh, N. C., under whose care she grew to womanhood. She received her education at St. Mary's School, Raleigh, and at Packard's Business College of New York. After completing her education she was employed in various lines of clerical work. Sometimes living in North Carolina and sometimes in New York. In 1905, however, she ceased to do clerical work and made her home at Harsbrouck Heights, New Jersey. But later she moved to South Bethlehem, Pa., her present home, where her life is given up to church work. She is the inventor of the Medallion Genealogical Register, which has been patented in America and Europe. In 1905 she issued a small volume of forty poems entitled, "The Palace of the Heart," which attracted the attention of lovers of genuine poetry. The Boston Transcript, the New York Times, and other leading dailies made complimentary mention of the volume. A Newark paper said: "Unquestionably the finest poem in the volume is 'Mater Mea, Carolina,' wherein the part played by North Carolina men in the Civil War is commemorated.

MATER MEA, CAROLINA.

Mater Mea, Carolina,
O my Mother, Carolina,
I have seen the world's confines
And grown weary with its visions;
Sooth me with thy sighing pines.

Shield me with thy mighty mountains
While I lean upon that breast
Where the prodigal and heartsick
Ever finds a welcome rest.

Then, in accents low and tender,
Lead my soul to regions vast;
Open wide the gates of splendor
Where the great Confederate passed

Ah, I know, though late seceding,
Thou wast foremost of them all;
That his veins thy blood was coursing,
Who was first to bleed and fall.

When Fate's thrilling bugle summoned,
Leaving home and youthful joys,
Up rose a hundred thousand men
And twenty thousand beardless boys.

Not in all the ancient ages,
Nor in modern wars' alarms,
Has a patriot State or Nation
Answered thus a call to arms!

I can see them as they gathered
From the West and from the coast,
Passing on to Bethel's triumph,
Vanguard of the Southern host!

For thy honor and the hearthstones
Of the loved and the revered,
These, my Mother, calm, reluctant,
Dared to fight and no man feared.

'Twas thy son, O Carolina,
Who that matchless flag unfurled,
Sailing out upon the ocean,
Wrapped a glory round the world!

And at Gettysburg, undaunted
By its blood and booming shell,
Pettigrew and his immortals
Plunged into the mouth of hell!

Once alone I saw thee falter,
Once I mutely turned my head,
Lest I see thee bowed in anguish
Over forty thousand, dead

Yet at mournful Appomattox
Thou didst take thy last sad stand,
Thou, a mater dolorosa
Unto half that haggard band

And since that dark day in spring-time,
When a nation's sun went down,
Mater Mea, Carolina,
O my Mother, Carolina,
Thou hast borne a noble patience,
Greater than thy war's renown!

Our Kindergarten Exchange

What the Kindergarteners are Doing

A LITTLE PROGRAM THAT CLEARED OVER TWENTY DOLLARS.

The following is a program rendered with credit by the kindergarten in Washington on the afternoon of February 29th:

Program.

1. Clock Song—by Kindergarten.
   Special Rythm Movements by Roban Bland, Tom Lewis, Virginia Scott.
2. Sleighing Song—Kindergarten.
   Horses—Charles Tayloe Hoyt, Tom Lewis, William Thratt, Robah Bland, Carl Thomas Roberts, Preston Wooland.
   Drivers—Etta Carter, Lotie Dail Ross, Beulah Blount Willis.
3. Doll Song—by Twelve Little Girls.
4. Kitten and the Bow-wow. First Flyin Lesson Dramatized by Mary Magdaline Aldred, Carl Thomas Roberts, Lou Glenn Cox.
5. Little Red Hen—As Told by Bryan Grimes.
6. Big White Moon. Diddle Diddle Dumpling—Kindergarten.
7. Rocking Horse Song—by Eighteen Little Boys.
8. Peas Porridge Hot—Jessie Brown, Frances Handy.
9. Two Jack Frost Songs—Kindergarten.
10. The Crooked Man—Ronlan Hhodes.
11. The Three Bears.
    Dramatized by Joe Taylor Bowers, Helen Clifton, Preston Woolard, Mary MacLean.
12. Clowns—Six Litle Boys.
13. Sing a Song o'Sixpence.
    King—Bryan Grimes.
    Queen—Mary Davenport.
    Maid—Mary Martin Kugler.
    Blackbird—Jessie Brown.

With the small admission fee of 5, 10, and 15 cents this little band of workers cleared over $20, which they are going to use for pictures for their kindergarten. M. E. W.

NORTH CAROLINA KINDERGARTENS.

The following interesting information concerning the kindergartens of the State has been secured by Miss Eloise Beall, of Greensboro, N. C., the North Carolina Secretary of the Southern Kindergarten Association:

The first kindergarten in the State was opened in Asheville in 1889 by the Free Kindergarten Association of that city.

There are at present six public kindergarten in the State—five in Asheville and and one in Washington. In Asheville there are 400 children from four to six years enrolled; in Washington there are sixty-three children, five years, enrolled.

There is a private kindergarten in Charlotte, one in Winston-Salem, one in Beaufort, and Fayetteville formerly had one; one in Goldsboro, one in Raleigh and one in the Blind Instituiton, Raleigh.

In Winston-Salem a school was opened in 1772 for pupils from two and one-half to eight years where they were taught knitting, sewing, reading, and writing. Whether this school has entirely disbanded or developed into one of the schools of the present day, I cannot say.

There are a number of charitable kindergartens in the State.

Two in Greensboro, supported by mill owner; Playground Kindergarten Associtaion, Inc.

Two in Wilmington, supported by churches.

As to normal schools: There is a Kindergarten Normal Department in Salem Female Academy and College.

One in St. Paul's School, Beaufort, and one in Wilmington, Asheville, Greensboro, Washington. All of which offer opportunities for training under the kindergarteners in charge.

Mother's meetings are an organized part of the work in Greensboro and Goldsboro and are being organized in Washington, and have been attempted in Wilmington without much success.

At present none of the kindergartens in the State have supervision by kindergarten experts, and so far there have been very few meetings for the advancement or improvement of kindergarteners. We hope the North Carolina Kindergarten Association will help to supply this need by bringing as a speaker to the Teachers' Assembly each year some one who is a recognized authority on kindergarten questions.

SOME THINGS NORTH CAROLINIANS SAW AND HEARD AT ST. LOUIS.

(Continued from page 3)

America's most Important Unsolved Educational Problem. Said he: "I am going to ask Congress to make a special appropriation of $40,000 with which to carry on an investigation of their needs."

The larger part of the discussion was centered around the question of industrial or vocational education. This referred especially to the high school. But the elementary school is, as Commissioner Claxton said, America's most important unsolved educational problem.

L. D. Harvey, of Menomorie, in referring to vocational training for girls, said: "Judging from last year's figures, there will be born during the year 1912, 13,000,000 babies. This means that 13,000,000 women will be employed in bringing so many children through the first stages of infancy. Here is to be found the greatest single occupation of women, and all other professions must of necessity be merely incidental to the training of children in the first stages of infancy and making the home a suitable place for the child to live in.

The next meeting will be held at Philadelphia. The new President is Supt. F. P. Dyer, of Cincinnati.

It is a good and safe rule to sojourn in every place as if you meant to spend your life there, never omitting an opportunity of doing a kindness, or speaking a true word, or making a friend.—Ruskin.

OPENING EXERCISES:---THE STORY OF JOSEPH

By Miss Susie Fulghum.

Opening exercises should prove a teacher's most valuable opportunity to impress on her pupils ideas and ideals which shall bear fruit in their lives. The following plan has been used:

Mondays—Bible.
Tuesday—Hygiene lesson.
Wednesday—Hygiene lesson.
Thursday—Manners.
Friday—Morals.

On Monday we give our Bible Stories, verses are memorized, or beautiful passages are read and explained.

Simple lessons in hygiene are given twice each week. The children are fresh and their minds are alert. They are very wide-a-wake to the necessity of fresh air, clean hands, or care of the teeth. If a tooth brush is lacking, they decide now to buy one before another day dawns.

The manual published by the State Department has splendid outlines of lessons on "Manners." Learning to wait one's turn, or not to interrupt a conversation, and when to say "excuse me," are little seeds sure to bear fruit in gentlemanly conduct.

Memory selections is "Politeness is to do and say, the kindest thing in the kindest way," has real meaning when learned after one of these lessons.

Under the head of "Morals" come our hero stories, or beautiful legends. It may be the story of Robert Bruce and the Spider, Sir Philip Sidney, or Florence Nightingale—some anecdote of heroism, honesty or perseverance is given to be remembered.

Again we may tell some legend which clothes truth in beauty. The legend of The Great Dipper is brought to memory as the children watch the star-lit sky. But perhaps the best plan is to take some great piece of literature, as the story of Joseph, with its deep underlying truth of God's watchful care, and tell it to the grade. Then ask questions and show pictures which shall impress this story on your pupils lives to be lived over again as experience teaches them life's lessons. Especially is this story good for us with pupils in the third grade and higher up, for here we have our hero-worshippers. This is one of the most beautiful stories in all literature. It has an important place in history, Joseph being a link between the Children of Israel and the Empire of Egypt.

For herself, the teachers needs to read and reread many times the Bible story. Moulton's Old Testament stories will prove helpful. She should secure good pictures, they greatly aid in impressing certain episodes. Certain parts of the Bible story should be read for their beauty and impressiveness. I have known pupils to make every effort possible to be at school each day as portions of this story were told, so keen was the interest displayed.

In her own preparation the teacher should carefully outline the story, each day telling a certain portion, having this reproduced by the pupils and asking questions which shall bring out vividly the situations and deeds of the hero.

The following dlvisions are suggested:

First Division—
Joseph and His Brethren.
(a) Introduce Joseph.
(b) Joseph Sent to the Field.
Second Division—
Joseph as a Slave in Egypt.
Third Division—
Joseph From Slave to Prime Minister.
Fourth Division—
Joseph and His Brethren in Egypt.
Fifth Division—
The Second Journey to Egypt.
(a) Trip to Egypt and Past.
(b) Discovery of Cup and Judah's Plea.
Sixth Division—
Joseph Makes Himself Known.
Seventh Division—
Jacob Comes to Egypt to Live.

Aim For Story.

God's overruling of human events, as shown in His care of Joseph.

First Division—
Joseph and His Brethren.
(a) Introduce Joseph.
(b) Joseph Sent to the Fields.

Preparation.

Our story is about a young man and his brothers. Their father owned many flocks of sheep. In those days a man's wealth was counted by his herds. (Here may be given a glimpse of wandering shepherd life. Opportunity is given throughout the story for sketches of varied life, which make a background for the story as it moves along—shepherd life, trading caravans, and palace life in Egypt. Who watched over these flocks?)

(Having given the outline for opening exercises in this number, we will publish in full in the next number The Story of Joseph as outlined by Miss Fulghum.—E. C. B.)

Presentation.

Tell as far as "Joseph is sent to the field." (a) Have reproduced and ask following questions: How do you know Joseph's father lóved him more than any of his sons? How did his brother feel toward him? What was his first dream? After hearing this, how do they feel? What feeling have they after hearing the second dream?

Presentation.

Tell "Joseph goes to the field." (b) Give glimpses of trading caravans.

Reproduction.

Questions:

How did his brothers feel when they saw him coming? What did they call him? What did they plan? What was Reuben's suggestion? What did they do with him? Why did Jacoh think a wild beast had killed him? Tell how Jacob felt.

The above is one day's lesson. Next day this is reviewed and a new division presented.

Second Division.

Joseph as a Slave in Egypt.

Preparation.

You told me that Joseph's brothers sold him. Can we sell people now? In those days people were sold, and were owned by other people, whom they had to serve. They were called slaves. Let us see what happened to Joseph after he was sold. (Talk of the King's palace and life in Egypt.)

Present Second Division.

Reproduction and Questions: . .

(Note the character of Joseph, how he makes an impression on all with whom he comes in contact.)

Why was Joseph put in prison? How did prisoners and keeper feel towards him? What did Joseph say the baker's dream meant? The butler? Were they fulfilled? Who is with Joseph all this time—who is watching over him?

Third Lesson.

Joseph From Slave to Prime Minister.

Preparation.

What is famine? How do people suffer? Have you ever heard of one? Where? What would we do if there was one here?

Present Third Division.

Reproduction and Questions:

What was pharoah's first dream? Second dream? How did he happen to send for Joseph? What did Joseph say his dreams meant? (There is much interest in these dreams, five in all, mysterious foretellings, which gradually become clear as they are fulfilled.) What now happens to Joseph? Whose hand is guiding Joseph as he explains these dreams? Picture his new life.

The next day review portions of the story and present the Fourth Division.

Fourth Division.

Joseph and His Brethren in Egypt—their first visit.

Preparation.

What did Joseph say Pharoah's dreams meant? They are now to be fulfilled. The seven years of plenty go by, and there is famine in all lands. And all countries send into Egypt to Joseph to buy corn. Name some one likely to come to Egypt to buy corn. Let us see what happened.

Presentation. . Fourth Division.—First Visit to Egypt.

Reproduction and Questions.

Did Joseph know his brethren? What were his feelings toward them? What did he remember? What does he wish to find out about them? What was his plan? What do the brothers remember? Do they feel guilty? To what do they blame their present trouble? Compare their feeling now with feeling when they sold Joseph? When Joseph heard their convesation, what did he do? (Bring out the conflict in Joseph between resentment and family affection.) Does he give up his plan? Whose hand did they feel was dealing with them when they found the money in the sacks? What does Jacob say to all that has happened?.

Fifth Division—Second Journey.

(a) Trip to Egypt and the Feast.

(b) Discovery of cup and Judah's Plea.

Preparation.

What would force Jacob to let Benjamin go? Do you think any one of the sons could be trusted to take care of him?

Presentation—Second Journey (a)

Reproduction and Questions.

Who promised to be responsible for Benjamin? What present was carried to Joseph? Remember he is to them an Egyptian Lord. How did they feel when invited to Joseph's house? At sight of Benjamin, what does Joseph do?

Preparation.

Do you think Joseph now trusts his brothers? Let us see.

Presentation—Tell "Discovery of Cup and read Judah's Plea.

Reproduction and Questions.

What plan does he lay to prove them? What did Judah offer to do?

Comparison.

What did these men once do to a brother? Now there is one among these very same men who is willing to be a slave to deliver his brother Benjamin. (This is the climax.) Have they changed?

Sixth Division—Joseph Makes Himself Known.

Preparation.

What feelings, do you think, are strongest with Joseph now?

Presentation.

Reproduction and Questions.

Why did Joseph tell who he was? What proves his forgiveness and love? What does he tell his brothers that God has done for him?

Seventh Division—All Come to Egypt to Live.

Preparation.

How do you suppose Jacob will feel when he hears the news?

Presentation.

Reproduction and Questions:

How did Joseph know it was best for him to go to Egypt?

General Truth.

God's ever watchful care and His overruling of human events. Who cared for Joseph in the strange land, in prison, in the King's palace, as ruler of the land? In whose hands does Joseph feel that his life has always been.

Application.

God's Daily care for us. Give experiences of His watchful love. In all life we feel His guiding hand, He is our friend.

WASH DRESSES FOR TEACHERS.

Recently I found the following quotation in a daily paper:

> "People seem to think that dark clothes don't get dirty because you don't see the dirt, but it's really there just the same and I don't think it's healthy. Just imagine if you wore a white dress day in and day out all winter what it would look like. And then remember that the same amount of dirt is on your dark blue serge, only it doesn't show and it's enough to make you sick. And besides that side of it, dirt rots clothes and makes them wear out more quickly."

It didn't refer to the dress of teachers but it suggested this thought: How much cleaner teachers could be, and how much neater they would look if they would wear wash dresses all the year to school! I knew a teacher once who dressed in white the year round. She always looked clean. Her pupils seemed to reflect her cleanliness and she had the cleanest little band of boys and girls I ever saw in a school-room.

When the weather was very cold, she wore a woolen skirt to and from school, left her cotton skirt at school and changed the one for the other on arrival and departure. We cannot on our small salaries afford the laundry bills for white, perhaps, but we can afford it for dark ginghams.—Correspondent in Wisconsin School Journal.

SCHOLARSHIP AND EXPERIENCE REQUIREMENTS FOR SUPERINTENDENT'S CERTIFICATES IN 47 STATES

By R. H. Latham, Superintendent Winston Public Schools.

The following table shows what standards are set for City and County Superintendents in the different States.

STATES	County Superintendents		City Superintendents	
	Scholarship	Experience	Scholarship	Experience
Alabama	None	None	None	None
Arizona	None	None	First Grade Certificate	None
Arkansas	First grade Certificate	24 months as teacher	None	None
California	None	None	None, except when required to teach; then must hold certificate of proper grade	
Colorado	None	None	None	None
Connecticut	No county superintendents in the state		None	None
Florida	None	None	None	None
Georgia	First grade Certificate or Diploma from reputable college or Normal school or Five years experience in actual school supervision or An approved examination before State Board of Education	3 years	None	None
Idaho	First grade county certificate	2 years as teacher	None	None
Illinois	None	None	None	None
Indiana	Three years' State certificate	Two years as teacher	None	None
Iowa	First grade county certificate.	Three years as teacher	Teacher's certificate	
Kansas	Professional first grade, or state certificate; or graduate of an accredited college or Normal School	Two years as teacher	State certificate, or graduate of an accredited Normal school, college or university	
Kentucky	State Diploma or State Certificate or first grade county certificate	None	Qualifications required of teachers in their cities which shall not be less than those by general law	
Louisiana	State examination in Theory and Art of teaching, School Administration, School Supervision	None	None	None
Maine	Union Superintendents: Must file preliminary report showing that candidate has had experience in school administration or special professional training in school supervision, must then pass examination in History of Education, Maine School Law, School management, methods of teaching, School administration and Educational Psychology.		Similiar to that held by Superintendents of Unions	
Maryland	None	None	None	None
assachusetts	Union Superintendents: must have completed college course or its equivalent, and have at least two years' experience in teaching or supervision; must then pass examination in School Laws of Massachusetts, School Administration, History of Education, Courses and Methods in Rural Elementary Schools, including Agriculture; Courses and Methods in Small High schools.		None	None
Michigan	Must be graduate of literary department of some reputable College, University or State Normal School or be holder of a State teacher's certificate or of an indorsed first grade certificate, or a certificate granted in another state and indorsed by State Board of Education; and must have 12 months experience as a teacher.		None	None
Minnesota	None	None	Must be graduate of accredited college or university or hold a first grade professional certificate obtained by examination.	
Mississippi	First grade special license		First grade special license	
Missouri	Shall have taught or supervised schools as his chief work during at least two of the four years next preceding his election or appointment, or shall have spent the two years next preceding his election or appointment as a regular student in a normal school, coll ge or univsity, and shall at the time of his election hold a diploma from one of the state normal schools or teacher's college of the state university, or shall hold a state certificate authorizing him to teach in the public schools of Missouri or shall hold a firstgrade county certificate authorizing him to teach in the county of which he is Superintendent.		Teacher's State Certificate	
Montana	None	None	State certificate of highest grade; or graduate from some reputable University, College or Normal School.	Five years a teacher
Nebraska	County first grade certificate	One year or 12 weeks Normal training	Must pass examination on academic, professional and special subjects.	Three years as Principal
Nevada	Deputy Superintendents: Teacher's certificate of high school grade	45 months as teacher	None	None
New Hampshire	District Superintendents who have half salary paid by the state must hold a college degree and pass an examination in professional subjects given by state Department.		None	None
New Jersey	State Teacher's Certificate	Three years	Same	Same
New Mexico	Second grade certificate	One year as teacher	None	None
New York	District Superintendents: must be entitled to certificate authorizing him to teach in any public school of the state, and pass an examination in Agricultural Courses.		None	None
North Carolina	Liberal education	Practical teacher or 2 years' experience	None	None
North Dakota	Second grade professional certificate.	Nine months as teacher	None	None
Ohio	None	None	None	None
Oklahoma	Graduate of some institution of learning or hold first grade certificate.	None	None	None
Oregon	State certificate	Six months as teacher	Same	Same
Pennsylania	No person shall be eligible for election or appointment as county, city, district or assistant county, city or district superintendent, unless he holds either a diploma from a college approved by the College and University Council of the State; or a diploma by a State Normal School of the State or a teacher's state certificate issued by the state.			
Rhode Island	No county Superintendents		Graduate from an approved college or Normal School	For permanent certificate 10 years as superintendent
South Carolina	None	None	Teacher's certificate	None
South Dakota	First grade teacher'scertificate	Six months as teacher	Same	Same
Tennessee	About equivalent of two years high school work		None	None
Texas	First grade teacher's certificate	None	None	None
Utah	Not less than 5-year state certificate	Three years as teacher	None	None
Vermont	Union Superintendents must hold a five-year certificate and have taught 50 weeks		Same	Same
Virginia	Division Superintendents: Must file application setting forth qualifications for position.			
Washington	First grade certificate	Two years as teacher	Teacher's Certificate	
West Virginia	First grade teachers'certificate	None	None	None
Wisconsin	First grade teachers'certificate	8 months as teacher	State certificate	
Wyoming	None	None	First grade professional certificate	5 years as teacher

Current Thought from our Exchanges and Reviews

HOW "THE STORY OF COTTON" IS RECEIVED IN ALABAMA.

The Montgomery Advertiser recently published the following review of "The Story of Cotton":

"Of the many interesting books lately written for children, 'The Story of Cotton and the Development of the Cotton States,' by E. C. Brooks, of Trinity College, Durham, N. C., is one of the foremost. Written by a man born under the old regime in the South, but full of the spirit of the New, the book reflects familiarity with cotton from every point of view, and with every phase of life in the South as related to cotton.

"A supplementary reader, simple in style, it is full of life, color, and fact, a book of the strongest interest not only for the children of the cotton-growing and cotton-manufacturing States, but for older people as well.

"The narrative opens with the significance of clothing in the development of the race, and throughout the story of cotton is interwoven closely with the history and civilization of man down to the present day. The story unfolds swiftly and carries the reader with it.

"As an example of the text that will successfully relate the school with the home and industrial life of the people, 'The Story of Cotton' must take a high place.'

HELPING WITH HOME LESSONS.

Parental interest in the educational progress of a child could not go much farther than in the case of Mr. Jones, whose method of solving mathematical problems would have been appreciated at Dotheboy's Hall. The Miami News tell this tale.

This was the note which was handed to one of the grade teachers the other day:

"Dear Mum:—Please ixcuse Johnny to-day. He will not be at school. He is acting as time-keeper for his father. Last night you gave him this ixample: If a field is 4 miles square how long will it take a man walking 3 miles an hour to walk 2½ times around it? Johnny ain't no man, so we had to send his daddy. They left early this morning and my husband said they ought to be back late tonight, though it would be hard going. Dear Mum please make the nixt problem about ladies, as my husband can't afford to lose the day's work. I don't have no time to loaf, but I can spare a day off occasionally better than my husband can. Resp'y, Mrs. Jones."—Youth's Companion.

SOME INTERESTING SUGGESTIONS FOR BEGINNERS.

Pebbles, shells, acorn cups, peas, seeds, and corn, all may be used for number work, for laying borders and designs or for covering letters on desks. Then there are buttons for stringing and toothpicks (if one can get nothing better) for stick laying. From very simple borders the children can be led to make almost everything they play with—kites, houses, chairs, ladders, benches, and flags. Of course the sticks will be used in the number work and, if they are colored may be used for language.

Letter cards can be made on one inch squares of manilla paper. These are first to be sorted and arranged into groups. Later, words and sentences may be formed from them.

Cut up sentences are interesting, using only such words as are familiar to the children. An older reader will furnish plenty of material for this.

Large figured calendars, mounted on stiff paper and cut up, may first be sorted, then, as the child advances in numbers, used for the combinations.

Write the new word as it is learned on a slip of paper; on another draw the picture representing the same word. Place a number of these in an envelope to be matched.

Let the children sometimes choose their own seat work. Hang a large bag in some convenient place. In this put new words, picture cards, or sentences to be copied, and allow each child to draw.

Save the colored paper that comes wrapped around packages, cut into triangles, circles, squares, etc., to be used for laying borders—sometimes from a colored copy on the board and sometimes for original designs. The pretty paper chains may be made from this, too.—Wisconsin Journal of Education.

WOMEN IN SCHOOL WORK.

There are three women State Superintendents, i. e., Mrs. Helen M. Wixson of Colorado, Miss Grace Shepherd of Idaho, and Miss Rose Bird of Wyoming.

There are two Deputy State Superintendents,—Miss Mae Woodriff of Wyoming and Miss Rose Craig Curran of Washington. The special work of the latter is the supervision of the rural schools of the State. There are also two Assistant State Superintendents, Miss Bernice McCoy of Idaho, and Miss Anna V. Day of Nebraska. Miss Day's work is particularly along lines of industrial work.

The number of women serving as County Superintendents in the different States varies from none in some States, among which are New Hampshire and Arizona to 82% in Wyoming, the total number in the country being about 30%. Montana shows 89% of women County Superintendents, Idaho 74%, with other States ranging all the way between. If these figures were taken as any guide it might signify that perhaps more women served on school boards in the northwestern States than elsewhere, but statistics on that point are sadly out of evidence.—Mary A. Whedon in March Farmer's Wife.

MISUSED WORDS.

The reader who doubts the correctness of any of the following suggestions will do well to consult the dictionary for definitions:

Ability and capacity are not synonyms. The former is the power of applying, the latter of acquiring knowledge.

Aggravate means to add weight to, and is not equivalent to irritate.

You can administer governments, oaths, medicine, but not blows or punishment; they are dealt or given.

Adopt is a poor substitute for take in such phrases as "What course will you adopt?"

Do not confound amateur with novice. An amateur may be an artist of great experience and skill, but he is not a professional artist. A novice is a beginner.

An audience is an assembly of hearers. There can be no audience at a gymnastic performance, a pantomime, a boat race, a sparring match, and the like. Where only the eye is appealed to, use the word spectators.—American Education.

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The Text-Book Commission meets this month to adopt histories for the public schools.

Are you a real teacher? Do you wish to be promoted? Your work this year should be your strongest recommendation.

Teachers' Institutes and Summer Schools are surely coming. Along what lines do you need to develop? That is the question.

The schools are closing. What per cent of your pupils show decided progress? That per cent measures your efficiency as a teacher.

The Conference for Education in the South meets at Nashville, Tenn., April 3, 4, and 5. The leading features of this meeting will appear in May **Education.**

Be sure to read Hoy Taylor's article on "Compulsory School Attendance in Biscoe." The results here are so clear that other schools should gain courage.

A Decade of Progress is the title of Bulletin XVIII. just issued from the office of State Superintendent of Public Instruction. The next important thing is to work for a six months' school term.

The next Teachers' Assembly will meet in Greensboro during the Thanksgiving holidays. It will be remembered that Greensboro came to the assistance of the Assembly in a time of great need, Now we will show this good old town how much we have grown.

Mr. B. F. Montague of the Raleigh School Board asked the program committee of the Teachers' Assembly to organize a new department, known as Administration Department, to be composed of school committeemen and members of city and county boards. He was assured that his request will be granted.

A MERITED HONOR.

The Executive Committee of the Teachers' Assembly, representing the great body of teachers of the State, presented a life-size oil portrait of Hon. J. Y. Joyner to the State on March 9. This was a well-merited honor, but the progress we have made during the past ten years is a guarantee that the honor was worthily bestowed. No public announcement of the exercises was made in advance, because it was the desire of those having the matter in charge to spring a surprise. Invitations were sent out to the teachers four days before-hand, but many did not receive them in time to attend. A good Assembly was present, however, in the Senate Chamber on the morning of the 9th to see the excellent portrait painted by Mr. Jacques Bushee and to witness the exercises. The address of the President of the Teachers' Assembly in presenting the portrait and that if Hon. J. Bryan Grimes in receiving it for the State are published elsewhere.

THE PROCEEDINGS OF THE NORTH CAROLINA TEACHERS' ASSEMBLY.

Do you wish to attend the last Teachers' Assembly and enter into the discussion of every paper presented at that meeting? Then secure a copy of the proceedings from the Secretary of the Assembly. The principal addresses of the general meetings, the arguments and suggestions of the primary teachers, the work and hope of the grammer school teachers, the plan and spirit of the Association of Principals, and the addresses delivered before the Association of City Superintendents fill a volume of nearly 300 pages, which makes a helpful contribution to the professional literature of the State.

RESOLUTIONS ADOPTED BY THE FORSYTH TEACHERS.

The teachers of Forysth County seeing the hopeless of undertaking to make any very great progress through the one-teacher schools as now conducted, have passed some very pertinent resolutions. But, men and brethren, it is so easy to pass resolutions. These resolutions are good. But they are useless unless they are acted upon. Other teachers have met and resolved, and—then met and resolved again. We are giving below the Forsyth resolutions, and if the teachers will follow up this move and put the suggestions into action, then we will be encouraged. See that the Board acts.

The resolutions are as follows:

"Knowing by actual experience that the instruction in the one-teacher school is very unsatisfactory and the efforts made by the teacher do not obtain the best results and cannot, with

the number of studies to be taught, and with 25 to 40 recitations every day—an average of nine to fourteen minutes to each lesson; having read and studied closely the efforts which are meeting with success in consolidated schools of Virginia, Indiana, Michigan, Minnesota, and other States, and in some counties of our own State; realizing that the consolidation of schools, where practicable, is a move for better conditions, better schools, thereby giving more time for recitation and individual instruction and producing far better results; feeling it our duty to do all we can to bring about the consolidation of schools in our county, and being convinced that this can be done in a systematic and satisfactory way, and wishing to co-operate with the County Board of Education in their efforts to improve school conditions in every way;

"We, the committee appointed to investigate and report to the County Teachers' Association February 17th, beg leave to report as follows:

"(1) That the County Board of Education take such steps as they deem wise and proper in the building of new houses, to begin the consolidation of two or more districts into one district, locating the buildings at the most suitable locations.

"(2) That we recommend that the Board of Education take no further steps toward creating new districts for one-teacher-schools, but as soon as possible put in operation our first recommendation.

"(3) That where consolidation includes too large a territory, and renders it too inconvenient for the children to attend said schools; that at the Board's discretion, public transporation be provided."

COMPULSORY SCHOOL ATTENDANCE IN BISCOE.

By Hoy Taylor.

Biscoe is not an extraordinary town. They are reasonably industrious and thrifty, but the large majority are simply wage-earners. The chief industries are railroad shops, a chair factory, and a cotton mill. There are no peculiar conditions to make the problem of living different from the problem at other places.

The school has been a very live question for the last five years, however. A tax of fifty cents on the one hundred dollars has been voted for maintenance and about $7,000 has been spent on a building and equipment. With a new building and more teachers the attendance was doubled in two years. But with all the school spirit and enthusiasm that could be aroused, there were still a few children in town too small to work not enrolled and several more that attended only a small fraction of the time. There was no excuse except lack of interest. This was about the condition that prevails in most places, but it could be and ought to be better, the people said. Why shouldn't every child receive the rudiments of a common school education? If a few parents were not enough interested to see that their children go to school, then why should not the community take the matter in hand? So last winter a petition was circulated asking the Legislature to enact a compulsory attendance law for Biscoe, applying to children between the ages of seven and thirteen. Only three men refused to sign the petition.

The law has now been in force since the opening of school last September, and has worked like magic. A number of children of average ability who before couldn't be induced to attend more than a fourth of the time and who hadn't made a grade in two or three years, haven't missed a day this year and will be promoted with honor at the end of the term. The beauty of it all is that it has not hurt anybody. The new families that thought they were too poor to buy books and clothes are getting along as well as unsual, while most of the people are not affected in the least. The following comparison between the fall terms of 1910 and of 1911, respectively, shows the numerical gain. In 1910, the monthly enrollment of children between the ages of seven and thirteen was 80 per cent of the number in town and the average daily attendance was 72 per cent. In 1911, all the children of the above ages were enrolled for the full time and the average attendance was 96 per cent of the number enrolled. This shows that the attendance with a compulsory law was 24 per cent of the children of the ages to which the law applies more than without it.

HARVARD SUMMER SCHOOL.

The Harvard Summer School this year offers several new courses which will especially appeal to teachers, physicians, nurses, and those having to do with the training or care of young people, or with abnormal children. The course in Vocational Guidance, first giveu last summer, attracted much attention and the students who took it in 1911 found that it was of great assistance in helping them to solve the problems which arise in giving advice to young people about to start out on their careers. A second course of special nature will be given by Dr. William Healey, the Director of the Juvenile Psychopathic Institute of Chicago, which will deal with the practical training of the Mentally and Morally Abnormal, with special reference to children.

Two new courses which have never been offered before and which are of unusual literary merit, are a course in Shakespeare by Professor Neilson of Harvard University, and a course in English poetry by Professor Alden of the University of Illinois.

But the summer students receive inspiration from their work not only from the lectures in the courses, but from many other sources such as the afternoon or evening lectures, given by various well-known men on the regular teaching staff of the University. Besides, Cambridge and Boston are particularly rich in landmarks famous in the history of the country.

As the Summer School begins early in July, there is yet time after the close of the session on August 13, to spend part of the vacation in the mountains, on the lakes, or on the seacoast.

TEACHING TO WRITE: HOW INTEREST IN WRITING IS DEVELOPED

By Miss Maude Harris, Fuquay Springs, N. C.

It was Francis Bacon who said he had taken all knowledge to be his province; also same, "Writing Maketh an Exact Man"? "Exact"; what does not the sound of that word convery to the teacher of the primary grades who realizes the jumble of knowledge that the little people who come to her possess? And if writing can bring them, in some measure, to be more exact, then what vast possibilities be in the teaching and learning of this one of the oftentimes dreaded three R's.

A child enters school. "Sammie, do you know your letters?" "La, yessem." "Can you read?" "A little bit." "Can you write?" "Yessem, reckon I kin."

Maybe he's in the third grade, likely the second, or, perhaps, has been in several schools and has never yet been promoted from first grade. We send him to the board and our teacher-minds quake within us, for the way he writes is a mild form of butchery. First, one part of a letter is laboriously drawn, he raises his chalk, starts again, another section is tacked on to the first, and you have before you a bad form of the letter in question. A form that shows resemblance, but no ease, no speed, no accuracy, no real knowledge of the art of writing. The child has done well to do what he has done. He has shown that he has a mental picture of the letter, but he has never been taught the accurate way to make his hand and arm express what his mind sees. I venture to say that every rural teacher has had experiences similar to the one quoted. Let us be careful that we do not send our pupils out to give next year's teacher a like experience.

It is almost sure to be like the above if a child has been to school before and has never been taught to write; but if he is only a six-year-old, has never been to school, and is still shadowed by "the trailing clouds of glory" of infancy, then you, teacher, should feel like clapping your hands and shouting: "I am going to teach you to write, little one." It is a fact that you are in luck, and so is the child, if he knows nothing of how to form a letter. It's easier for you because you have only to build, not to tear down and re-build. It's easier for the child because he can be given an attractive mental picture of every letter, a picture that compels his interest and stimulate his imagination.

Value of Talks With Children.

Talks with children at entrance about things that they already know of and are interested in are absolutely necessary. For instance: Love and Protection of Mother; Our Home; Why Mother and Father Sent Us to School; Why We Want to Learn; What We Must Learn First, etc. These talks bring us down to words, and their composition, their connection with thoughts and objects. During these talks with teacher the children have been led to decide and to really see that words are first things to be learned. Keep that thought clearly before them all of the time. I have often had first-grade children come to me with a new word they had heard and wished to know the meaning of it.

We might begin like this: "So we want to learn words, do we? Book is a word, clock, pencil, desk, chair, boy, girl, read, blue, pig, dog, ball. Oh! lots of words. All the time we are talking we are saying words. Tell me a word." Every baby looks around the room and is ready with a word. "Now, little people, what are words made out of?" They don't know, and they wonder.

"What is this floor made out of?" "Planks!" "Yes, just **one** plank?" "Whole lots of 'em stuck together." What is a chimney made of?" "Brick!" "Just **one** brick?" "No, ma'am, lots of bricks." "Now, what **can** words be made of? Letters put together make words. Now, we will play a game; I am going to say the letters that make some words and you are going to guess what the words are. This is my h-ea-d. Here is my n-o-se. See my m-ou-th, etc." Then I give them row, bow sow; then tie, by, high, rye; then come bat, hat, rat, bat, etc. Before this I have used the two round words because they are easier for the ear to grasp, and they are not confusing, since the eye has nothing to do with them at that time, they are now sound words only.

Going From Words to Sentences.

Now, we will talk to them again. "Words make sentences. Sentences tell us things, and ask us things. 'There is a box.' What did I tell you- 'Go get it.' What did I tell Mary? 'Is that box red'? What did I ask you? Tell me a sentence about this pencil. Tell me a sentence about your mamma. What did Mary's sentence tell? What did Helen's sentence tell? Ask me a sentence about that picture. What did Carl's sentence ask? Words make what? 'Sentences.' Such nice stories as sentences, do tell us, whole books full of them. Don't you like to hear stories? Look at that picture. There's a story about it."

Now, let me tell you something queer. We can tell something and ask people things in a way that we do not need to even open our mouths to make a sound! How do you think we might do that? Why, with our pencils we can talk nice thoughts. (Thoughst, fairies in our heads have been talked about before this time.) The nicest little fairy thoughts that live in our heads, "Knock! Knock! Knock!" Want to take a visit **so bad**. "Wiggle, waggle, wiggle," go our pencils (the fairies in our fingers and arm helping, of course). There, right on our paper before us are nice thoughts for other people to know without our even opening our mouths to say them. "What did our pencils do?" "They wrote." "Why, yes; don't you want to learn to take your thoughts visiting? Don't you want to learn to write?" Why, they want nothing else so much just then.

Now, certainly all this is not developed in one day. It can be very well developed in three; then begin them learning and writing the letters at the same time on the fourth day. In order to impress them upon the minds of the children so that they will remember them from the first time that they are given, I tell a little story about every letter as I give it.. And here is a point: Never give more than one sound at a lesson—**never**.

Now, I divide the alphabet into three sections. In the first are the letters that I call two-count letters—a, t, c, e, o, l, q, x. In the second division three-

count letters—b, d, s, g, n, h, i, p, f, u, v, z. Third division four-count letters—r, m, w, k, j, y.

Now, I do not teach all of these sections in the order given above. I teach the letters the babies need first. This year I am teaching writing by the Howell Primer in sofar as I think it adaptable to my plan; so I teach the letters in this order—a, t, b, r, h, s, m, n, o, i, g,—because that is the order of the words given in the first columns, with one exception.

Now, for an explanation of why I call them so many count-letters. I count two during the making of the first section, three during the making of the second, and four during the making of the third.

Now, for a short space allow me to teach again.

Story Telling and Writing.

Children, did you ever hear the story about Tommy's baby sheep? Let me tell it to you. Once a little boy named Tommy had an old sheep. This old mamma sheep had a baby sheep. One sun-shiny day mamma sheep took baby sheep with her to a big green pasture. While mamma sheep was eating baby ran and played in the tall grass till he was a long piece away from mamma, and quite lost. By and by mamma called out "Baa." Oh, baby sheep was so glad to hear that, so he ran to her and tried to say it, too, and as babies can never talk as well as their mammas, you know he said "a"! What did the baby sheep say?

Now, let's write it in the air, then on the board. Then they trace on board with colored chalk over white "a" for busy work, then for occupation work make printed "a's" long rows of them on table with colored sticks.

Never let them write on their tablets or paper until they know the formation of the letter, then we might begin like this: "Bring me your tablets. What do you see on them?" "Nothing," they usually say. "I see something. Look again." "A whole lot of little streaks," a baby said to me last autumn. "Certainly, only let's call them tracks. What color are they?" "Blue, like the sky," you'll get by questioning. "What are we going to call them?" "Tracks.' "Well, what are the railroad tracks for?" "For cars to run on." "Yes, for the cars to go on, arent they? Suppose the cars run off the track." "Be a wreck." "Of course. Now, let me tell you; we will play a game. These lines on your papers are tracks. The letters are cars. The tracks are for the letters to sit on or run on. Now, don't let the cars run off the tracks." I teach them to make the letters large size.

This is the kind of copy I make a a (fill this track wit a's, I say), t t (fill with t's). Never begin with more than three different letters on a page, but have six or eight lines. Leson by lesson add more. Pin up for exhibiton. Send home to mothers, and you may be sure of having good writing and every letter on the line accurately formed in a short time.

After the children have learned to write the letters evenly and accurately, they may write words dictated to them at the board, then on their papers. Care should be used in deciding the proper time for the latter, however.

Next let them convert lines of printed letters into written letters, then words the same way. Then right here is usually the time for dictating words that they sound and then write on their tablets, beginning at the first of the book; not where their lesson is. Then sentence dictation, for which the Howell Primer is peculiarly adapted, comes later in the year. By this time capitals and punctuation have been drilled well and the babies are reading expressively. Then the copying of simple verses and jingles from board is next in order. Finally the children are able to compose sentences. The first-year pupil does this easily, for his imagination is active, and from being taught the phonetic method, all words he thinks are his to spell, and he seldom hesitates, no matter to him if some of the words he has never seen are absurdly spelled on his paper. It is only a few. He will learn them later, for by the end of the first year he is spelling alphabetically as well as he sounds, and his writing is a genuine pleasure to him, a pride and marvel to his parents, and a result that any primary teacher can bring about. Whether this teacher be in a decidedly rural or a graded school, if she works out her plans logically, according to the interest, the imagination, the activity, the pride and the natural laws of child-mind and child-nature, she can and does have a success that is to herself a surprise and pleasure well worth the thought and planning that had to come first.

SCHOOLROOM ANECDOTES.

(From the Brooklyn Eagle.)

Pupil translating Virgil: "Three times I strove to place my arm about her neck and—and," adding lamely, "that's as far as I went, doctor."

Teacher—That was quite far enough.

In a certain public school in the city a letter was received by a teacher which read as follows:

My Dear Miss Smith:—Please excuse Willie for being absent yesterday. As he was going to school he slipped and fell in a mud puddle and spoiled his new suit. Hoping you will do the same, I am his mother, Mrs. W. Jones.

In a certain High School in the city an English teacher was explaining something to the class. He had every one's attention except one boy who was writing. The teacher said:

"Jones, give me your undivided attention; you know you can't do two things at once."

Jones stood up and said: "Yes, sir, I can whistle and walk at the same time."

The teacher was giving a geography lesson, and the class having traveled from London to Labrador, and from Thessaly to Timbuctoo, was thoroughly worn out."

"And now," said the teacher, "we come to Germany, that important country governed by the kaiser. Tommy Jones, what is the kaiser?"

"Please, "m," yawned Tommy, "a stream of hot water, springing' up an' disturbin' the earth!"

THE EASIEST WAY.

A farmer near Corning, whose son was an applicant for a position under the government, but who had been repeatedly turned down, said:

"Well, it's hard luck, but John has missed the civil service again. It looks like they just won't have him."

"What was the trouble?"

"Well, he was short on spellin' and geography and missed purty far in mathematics."

"What is he going to do about it?"

"I dunno. Times is mighty hard, and I reckon he'll have to go back to teaching school for a livin'."—Gazette.

News and Comment About Books

BOOK REVIEWS.

Whitehead's Two Great Southerners. By A. C. Whitehead, A.M., East End School, Atlanta, Ga. Cloth, 12mo, 190 pages, illustrated. Price, 50 cents. American Book Company, New York, Cincinnati, and Chicago.

A supplementary reader for pupils of the fifth and sixth grades. It tells the stories of the lives of Jefferson Davis and Robert E Lee. The book is written by a Southerner with great sympathy for his heroes, and with an aim of entire fairness. Following the example set by General Lee, all points of controversy and sectional feeling have been laid aside. It is intended primarily for schools, but the book is so filled with anecdotes of the lives which were crowded with events personal and historical, as to be of general interest. Appropriate illustrations have been used.

Willis's Essentials of Health for Intermediate Grades. By John Calvin Willis, A.M., Ph.D., M.D. Author of "Outlines of Physiology," etc. Cloth, 12m, 302 pages, with illustrations. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

"Essentials of Health" is the first of a series of text-books on personal and public hygiene based upon the study of the life and health of the cell. A brief description of the principal organs, and a statement of their natural functions, precede the rules of hygiene. As far as possible the matter of the text is fully illustrated with appropriate cuts. The "Outline Summary" which follows each chapter is a feature of the work. It is not only a summary, but an analysis of the subject-matter: it is also a lesson plan, and an order of class work. The language throughout is clear and simple.

Trading and Exploring (Dutton's World at Work Series). By Agnes Vinton Luther, Department of Science, Normal and Training School, Newark, N. J. Cloth, 12mo, 240 pages, illustrated. Price, 40 cents. American Book Company, New York, Cincinnati, and Chicago.

Intended for third and fourth year reading, this is the third volume of a series showing the development of the occupations of the human race from fishing and hunting, through grazing and farming, to commerce and exploration. It contains interesting stories of life among peoples distinguished in the history of the world for their pre-eminence in trade and exploration. The Babylonians, the Phoenicians, the Venetians, the Norsemen, the Portuguese, and the Dutch are the subjects of fascinating descriptions, covering their daily life and customs, together with something of the history and geography of their countries. The children prepare for a voyage to the Tin Islands in a Phoenician galley, learn of the founding of Venice, discover Iceland and Greenland with the Norsemen, visit India with the Portuguese navigators, and view Holland as from a stork's back.

The Western Carolina Interscholastic League.

Sometime preceding April 7, 1911, Mr. R. V. Kennedy, Principal of the Asheville High School, appointed a committee consisting of members of the faculty and a number of students, with Mr. M. K. Weber as chairman, to arrange for a declamation contest to be held in Asheville on the date above-mentioned, and to which high schools located in this and nearby counties should be invited to participate. The following schools immediately responded:

Hendersonville High School; Weaverville College; Fairview High School; Mars Hill College; Waynesville High School; Farm School; Democrat High School; Christ School; Haywood Institute, and Fruitland Institute. The contest was held the night of April 7 and was pre-eminently successful. A great deal of credit for its success was due to the labor and enthusiasm of Mr. W. K. Weber, of the Asheville High School Faculty, who has for a number of years been interested in an organization of this character. After the contest, a banquet was held to which the teachers of the various schools represented, the declaimers and judges and other were present as guests of the Asheville High School. A permanent organization was effected. The name chosen was the Western Carolina Interscholastic League. The following officers were elected:

President—Mr. R. C. Goldstein, Asheville High School.

Vice-President—Mr. J. P. Rodgers, Farm School.

Secretary-Treasurer—Mr. W. C. Allen.

Regulations.

1. The purpose of this league shall be to encourage all phases of High School activities, that is, in oratory, debating, music, recitation, declamation, essay, and athletics.

2. The officers shall consist of a president, vice-president, secretary-treasurer, elected annually. The president shall appoint an executive committee.

3 The executive committee shall be a committee on arrangements and program.

4 Both city and county high schools and other schools of equal standing shall be permitted to enter the league.

5 Only bona fide students who shall be recommended by the principal or superintendent shall be eligible to enter the various contests.

6 Each school shall furnish one declaimer only. No declamation shall be over ten minutes in length. Subjects of declamation must be submitted at the time appointed.

7 Each school may furnish one essayist. Essays shall consist of not more than 2,000 words. Subjects for essays are to be furnished by the executive committee. Only girls shall be eligible. Every essay shall be accompanied by a bibliography of material used. Neatness will be of great weight. Contestants shall receive no help from teachers or others save that of grammatical or rhetorical corrections.

8 All athletic contests shall be characterized by clean and honorable effort. The president shall have the right to bar any representative in any contest whose conduct, in his judgment, may warrant such action.

9 Where there are more than ten participants in any of the above contests, except in the case of essays, preliminary contests may be held before competent judges who shall choose the ten best representatives.

10 Each school that becomes a member of the league shall pay a fee of five dollars to the treasurer which shall be applied towards defraying the expenses incurred bv the league.

11 No winner in any contest for first honors shall be eligible to participate in a contest of the same nature the next annual meeting.

The next contest will be held Friday, April 12, 1912.

The Proposed Inland Water Way.

From Boston the route runs through Narragansett Bay, Long Island Sound, New York Bay, Raritan River, Delaware River, Chesapeake and Delaware Canal, Chesapeake Bay, Albemarle and Chesapeake Canal, the North Carolina Sounds and new connecting canals, until it reaches Beaufort, N. C. Thence to Georgetown, S. C., a distance of 160 miles, the outside route must be taken, with the advantage, however, of safe anchorage at several points along the way.

When the decapitation of Cape Cod, now in progress, is complete, Boston will be as conveniently on this waterway as is New York. The opportunities for sport are already very attractive, and commercial and naval possibilities which await the projected improvements by the government are more attractive still.

RABBIT AND POSSUM IN SEARCH OF WIVES: A CHEROKEE LEGEND

By W. M. Marr, Trinity College.

Once upon a time Rabbit and 'Possum went out on the river's bank to bemoan their awful fate. Each had been seeking a wife a long time, but were unable to find an agreeable mate in the whole community. Time and time again they had each knocked at the door of a loved one's heart, but without avail. Now what were they to do about it? As they watched the waters flow by carrying on its bosom leaves and sprigs which were wafted there from some fickle tree, Rabbit mournfully said to his companion:

" 'Possum, there is no use talking about it, we just can't get wives here. Let's go down to the next town and see what good we can do there. Since I am the runner and general messenger for the council, I'll just tell the people there that I have an order which says that every body must take unto himself a wife at once. We'll surely get our wives then. What do you think about this plan?"

I think this is a tip-top idea, Rabbit," replied 'Possum. "Come, let's be on our way at once."

How Rabbit Won His Bride.

The two slighted ones were immediately up and on their way together to the next town. Being an excellent runner, and much faster than 'Possum in traveling, Rabbit went on ahead and got to the settlement first. He waited outside the gate of the town until the people noticed him and admitted him into the presence of the Chief in the town-house. Quickly going through the general forms of greeting, Rabbit was asked by the Chief to state his business. To this request Rabbit replied:

"I bring a very importan order from the general council which states that everybody must get married at once without fail. If this is not done as commanded, a great calamity will befall this settlement."

The people were immediately called together by the Chief who delivered the message which Rabbit had brought to them from the general council. There was a rush for wives so sudden that it seemed as if a mighty whirlwind had struck the assembly. In this bustle and confusion Rabbit secured himself a wife,—and was satisfied.

Up the road came 'Possum slowly traveling to catch up with Rabbit in his hunt for a wife. All the animals had mated when he reached the town, and so he was still without a wife. Rabbit came out to 'Possum and said in a pretendingly sorrowful manner:

"I am so sorry, 'Possum, that you did not get here in time to get you a wife. Don't worry about it. This is what I'll do; I'll carry the same message to the people in the next town. Hurry on just as fast as you can and I'll assure you that you'll get a wife this time. Let's go."

How 'Possum Won a Beating.

They immediately proceeded on to the next town, Rabbit leading the way as before, while 'Possum followed close behind him. Getting to the town-house first, Rabbit spoke to the Chief and the assembled people these terrifying words:

"I have an order from the general council which states that since there has been peace so long in this country everybody is getting lazy. Since this is so, the council decrees that there must be war at once, and it must begin right in the town-house. The sooner, the better. So begin."

The order was no sooner said than fighting began. Rabbit made four great leaps and was away from all harm and danger. 'Possum then walked in unarmed and unprotected from the blows which the people administered to him. Everybody jumped on him, and so was not able to defend himself. Life being almost frailed out of his body, 'Possum fell over and feigned death. However, when the first good chance presented itself he jumped up and make a way of escape.

Poor 'Possum! He has not been able to get a wife to this day. Yet he remembers the great lesson learned in the fight for being lazy. From that day until this good hour when 'Possum is in great danger, he lies still with closed eyes as if he were dead until the danger is passed, then he quietly sneaks away.

A PORTRAIT OF SUPERINTENDENT JOYNER IS PRESENTED TO THE STATE.

(Continued from page 5.)

man who has honored his State both at home and abroad by such distinguished services. It is my privilege, therefore, as President of the Teachers' Assembly to present to North Carolina the portrait of the Honorable James Yadkin Joyner, a teacher who has quickened the minds of thousands by his earnest appeal to the conscience of the race, a statesman whose ten years of service has made this old Commonwealth shake off the dead body of traditionalism, and a patriot who has fought unselfishly and unceasingly for every child, either white or black, to have an opportunity to make the most of his God-given possibilities.

Speech of Acceptance by Hon. J. Byran Grimes

This is a unique honor that you are paying to Mr. Joyner. I believe it is the most beautiful tribute that I have ever known bestowed upon a living North Carolinian; and, in paying him this tribute, you are only honoring yourselves and honoring the State, because no man in the last generation has done more for North Carolina than James Yadkin Joyner.

You spoke most eloquently, Mr. Chairman, of the progress that North Carolina has made educationally in the last decade—the decade in which My Joyner has been Superintendent of Public Instruction. We are proud of our industrial growth; we are proud of our agricultural growth; we are proud of the great development in manufacturing and of the many factories that have been built up all over North Carolina in the last ten years; but, Mr. Chairman, the greatest growth and activity in North Carolina in that period has been educational, as is partly evidenced in the school-houses dotting every hillside in North Carolina. In those school factories are being made and molded the men and women who are to be educated, God-fearing and patriotic future citizens of the Old North State.

Whe glory in Mr. Joyner's career. We recognize him as the leading North Carolina educator. He is

recognized all over the South; in fact, all over America, as one of the great apostles of education; and his good work is felt not only in North Carolina, but in other States of the Union.

You teachers in North Carolina are realizing yourselves, and making the State and the people of the State generally realize your worth and the magnificent work that is being done for North Carolina through the school-houses, through the self-sacrificing and commendable efforts of the teachers of North Carolina. We commend and thank you for it, and we thank God that you have such a leader, such an educational statesman, as James Yadkin Joyner to direct you. No man in North Carolina to-day is more honored, is closer to the hearts of the people, than your Superintendent of Public Instruction. We honor him, but we love him more than we honor him.

In behalf of the State of North Carolina, I thank you for this portrait. It will be honored by the State; it will be treasured by the State; and we will preserve it for future generations to look upon the visage of the man who has done so much to build up the Old North State.

Prove to me that you can control yourself, and I'll say you're an educated man; and without this, all other education is good for next to nothing.—Mrs. Oliphant.

HEALTH ALPHABET.

A is for Adenoids which no child should own.
B for right Breathing to give the lungs tone.
C for the Cough which we should not neglect.
D for the Dentist who finds tooth defect.
E is for Evils of foul air and dirt.
F is for Fresh Air—too much cannot hurt.
G is for Gardens where boys and girls play.
H is for Hardiness gained in that way.
I is Infection from foul drinking cups.
J is for Joy in the bubbling taps.
K is for Knowledge of rules of good health.
L is for Lungs whose soundness is wealth.
M is for Milk, it must be quite pure.
N is for Nurse, your health to insure.
O is for Oxygen, not found in a crowd.
P is for Pencils—in mouths not allowed.
Q is for Quiet, which sick people need.
R is for Rest—as part of our creed.
S is for Sunshine to drive germs away.
T is for Tooth-brush used three times a day.
U is for Useful health rules in the school.
V is the Value of learning these rules.
W is Worry, which always does harm.
X is 'Xcess—indulge in o form.
Y is for Youth, the time to grow strong.
Z is for Zest. Help the good work along.

—A Chicago Tuberculosis Nurse, in The Survey.

Are You Contemplating a Trip West this Summer?

The Shriners of North Carolina are arranging through the SEABOARD AIR LINE RAILWAY for an extended tour to Los Angeles, California this summer, taking in all points of interest enroute. They will travel in their own special train, everything being only of the highest order. The expense will be exceedingly small and if you are interested, full detail information can be secured by addressing the undersigned:

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ITEMS OF NEWS.

The North Carolina Press Association meets at Morehead City July 23-25.

—

An addition to Raleigh's post-office building is soon to be made at a cost of $225,000.

—

Wilmington has raised $75,000 for the erection of an up-to-date Y. M. C. A. building.

—

Greensboro wins the next session of the State Teachers' Assembly. It will be held during Thanksgiving week.

—

At Trinity College commencement, the sermon will be preached June 4 by Bishop Wilson Fraser McDowell, of Chicago, and the address will be delivered June 5 by Dr. Harvey W. Wiley, of Washington.

—

The U. S. Government is spending about $4,000,000 annually for Indian education. There are 257 schools enrolling 23,000 Indian children, the course covering three years and the cost of educating each pupil being about $325.

—

President Robert H. Wright, of the East Carolina Teachers' Training School, Greenville, announces attractive spring and summer courses for teachers. The spring term embraces ten weeks, March 26-June 6; and the summer term eight weeks, June 11—August 3.

—

The old U. S. battleship Maine, the sinking of which in Havana harbor precipitated the Spanish American War, was recently raised, the remains of several sailors taken out and transferred for burial and the ship sunk to its last resting place in the Gulf of Mexico.

Try to be happy in this present moment, and put not off being so to a time to come; as though that time should be of another make from this, which has already come, and is sure. —Thomas Fuller.

The School For the Feeble Minded.

Dr. Ira M. Hardy, superintendent of the State School for the Feeble-minded to be established at Kinston, made the statement that bids for the erection of three of the buildings for this institution would be received by the board of directors at its meeting in February. The buildings to be erected at first are two dormitories and the central building, or mess-rooms and kitchen. The structures will call for an expenditure of about $60,000. The school will be opened a year from next Seeptember.

The University of North Carolina

SUMMER SCHOOL FOR TEACHERS June 11—July 20, 1912.

Courses will be offered in Primary School Methods, the Common School Branches, Arithmetic, Algebra, Geometry, Secondary Education, Educational Psychology, School Administration, English Grammar, Composition and Literature, History, Physics, Chemistry, Botany, Agriculture, Geography, Forestry, Latin, French, German, Drawing, and Library Administration. Special courses to meet the needs of all classes of Teachers

No tuition fees charged teachers of the State or those preparing to become teachers. A nominal registration fee of three dollars admits to all courses. The University Library and Laboratories open to students of the Summer School Scho l without additional co.t.

Board at Commons Hall and Lodging in the College Dormitories furnished at actual cost.

A bulletin cootaining detailed information as to courses of study instructors, expenses, etc. will be ready early in March. This will be sent, upon application, to any one interssted.

For furtber information, address

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For catalogues and other information, address

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PROGRESS AT ROCKINGHAM.

Additions to Building—Average Salary of Teachers $51—Some Features of Next Commencement.

Messrs. Editors:—The addition to our school huilding will he completed within a month's time, giving us four additional class rooms, a large auditorium with a seating capacity of 600, superintendent's office, teachers' rest room, a library and a lahoratory, with $250 worth of equipment for the latter. The building will be heated by a mechanical system of hot air heating and ventilating, with three large furnaces installed by the Peck-Williamson Co., guaranteed to supply 30 cubic feet of fresh air per minute for each child and to heat the building to a temperature of 70 degrees in coldest weather. The cost of the huilding when completed will total a little more than $16,000.

During the present year a grade has heen added to High School department, giving three years of high school work above the seventh grade, enahling the school to offer 13 units of high school work and to require 12 for graduation. Two teachers have been added to the teaching force, one to the high school and one to the grammar grades.

The average salary paid the women teachers of the school for the present year of nine school months will be $51.00 per month. It is the ambition of the officials of the school to reach the point where the minimum salary paid any teacher in the school will he $50.00 per month. At present the minimum is $47.50.

The commencement this year will be held June 6th and 7th. There will be 10 graduates, 4 hoys and 6 girls. Attorney-General T. W. Bickett has accepted the invitation to deliver the commencement address. It is prihable that upon the same occasion the new building will he dedicated with appropriate exercises, and a part of the day devoted to memorializing the three memhers of the Rockingham Schoo l Board, A. S. Dockery, Col. H. C. Dockery and Sheriff M. L. Hinston, who have died during the past six months.

L. J. B.

THE UNITY OF WORK IN CRAVEN COUNTY.

The February meeting of the Craven County Teachers Association was held at the Griffin Auditorium, New Bern Graded School, Saturday, February 3rd.

In this meeting the city and county teachers united and rendered an exceedingly interesting and profitable program. Superintendent Brinson of Craven County, expressed his pleasure at the attendance, and spoke a few words of encouragement.

The cordial sympathy and co-operation hetween Superintendents Craven and Brinson, and the county teachers was shown in the fact that nearly all the county and city teachers were present and shared equally on the program.

The President of the Association, Mr. J. T. Everett, Principal of the Dover High School, presided, and the Secretary was Miss Carrie Hardson, of Thurman.

A very happy and enjoyable incident was the serving of lunch in the domestic Science rooms of the school by the Woman's Club of this city, assisted by the girls of the 10th grade.

The Mars Hill Summer School will begin June 3 and close July 12th. Last summer the enrollment was 40, a fine start, and more than that number have already signified a purpose to enter the school this summer.

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NEW SCHOOL OPENED AT HENDERSONVILLE.

The opening-day exercises of the new Hendersonville graded school building were well attended. The speakers were Dr. J. Y. Joyner, State Superintendent of Public Instruction, W. A. Smith, W. C. Rector and Prof. W. H. Cale, superintendent of city schools, the last three being residents of this city.

Dr. Joyner was the principal speaker. He talked for one and one-half hours and his able address was well received. He congratulated this city on having such an excellent school building and said that he wished it were possible to take it with him from the hilltops to the sections of the State. Dr. Joyner said that the greatest danger of this age is that man is becoming money mad, and in this connection he urged upon his audience the necessity of training the mind thoroughly. He predicted the time is not far distant when agricultural courses in all the schools will have more attention and additional courses will be added for the purpose of training the country girls in order that they may better prepare themselves for the future. He urged upon the parents the necessity of co-operation with the teachers in their work and said that often parents made a mistake in taking the part of their children instead of the properly constituted authorities of the school.

The other speakers made short talks pertaining mostly to the school work in Hendersonville, and now it was made possible to erect the $25,000 building of which the city feels proud. It was intended that the building be thrown open for school purposes to-day, but there remains a few finishing touches to be made.

The State Fair.

Steps are being taken to have a public school exhibit of State-wide scope at the State Fair in Raleigh this fall.

Arrangements have just been completed with the United States Department of Agriculture, office of Public Roads at Washington, D. C., for the exhibition of road models in Raleigh at the coming State Fair, October 14-19.

The exhibit will consist of about nine standard styles of road models, one showing several forms of drainage, another a crushing plant with miniature crusher in operation, still another a model of a steam roller at work.

Electric motor power will be used to operate the models. The Washington office is to furnish a representative to demonstrate the exhibit and deliver illustrated lectures.

MORE PROGRESS IN SCHOOL EQUIPMENT.

The county of Dare, through Superintendent G. B. Crisp, has purchased Hyloplate blackboards and a 12-inch globe for every public school house in Dare County.

Union County, through Superintendent R. N. Nisbet, has purchased patent Bessemer steel frame desks to the amount of $1,000 during the past year.

Cumberland County also has furnished every school room in the county with patent desks, Hyloplate boards, and sanitary teachers desks.

Anson County, through Superintendent J. C. Crawford, who recently went into office, has purchased patent desks for nearly every school building in the county.

Alamance County has installed several of the Waterman-Waterbury heating and ventilating systems, which were adopted by the State Superintendent and State Architects.

These items indicate a degree of progress that is gratifying.

The county commencement at Taylorsville, March 8th, was one of the biggest school events ever gotten up in Alexander County. Governor Kitchin wade an address to the large gathering. There was an exhibit of school work, a high school debate, and many other practical features worked out by the versatile Superintendent A. F. Sharpe.

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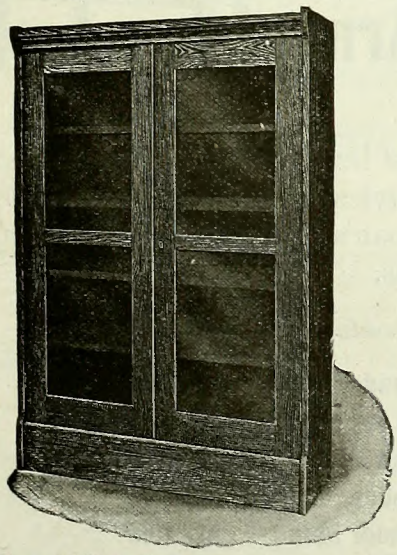

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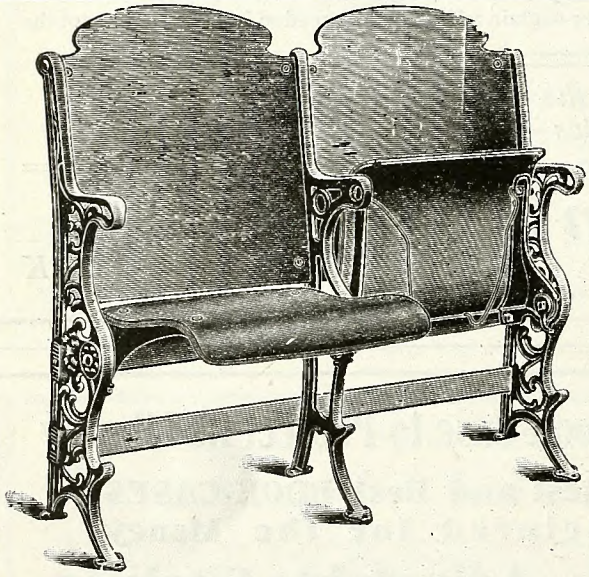

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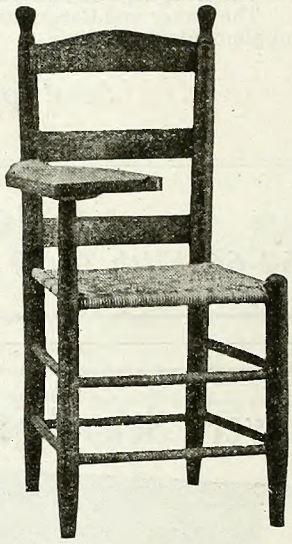

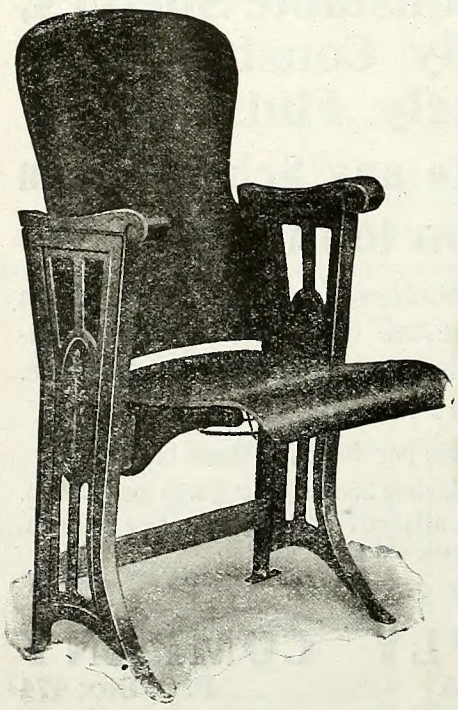

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EDUCATION

A Monthly Journal of Education, Rural Progress, and Civic Betterment

Vol. VI. No. 9. RALEIGH, N. C., MAY, 1912. Price: $1 a Year.

State Library

Last Words of Governor Aycock to the People of North Carolina

"We stand a tip-toe on the misty mountain height and see the morning sun make purple the glories of the east. We are entering upon a new day, the day of equality and opportunity, the hour when every man shall be free to work mightily for himself until his soul, filled to satisfaction, shall overflow with a common benefit to mankind, owing no tribute to anyone and bound only to love his fellowman and serve God as to him may seem best.

"EQUAL! That is the word! On that word I plant myself and my party—the equal right of every child born on earth to have the opportunity 'to bourgeon out all that there is within him.'"

MAY, 1912

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ATTRACTIONS FOR THE JUNE NUMBER

The June number of **Education** will be in many respects the most interesting number issued during the past year. It will contain thirty-two pages of matter—all of which should be of interest to institute conductors and teachers desiring to improve their professional knowledge before the opening of the next school term. Some of the attractions are here outlined:

(1) Mr. J. A. Bivins will outline the Teachers' Reading Course for next year. Every teacher will be interested in learning that the subject-matter will deal with informational subjects that can be used in the class-room; subjects that children are interested in.

(2) Miss Susie Fulghum, who has been contributing such helpful articles, is now preparing an article on primary work full of live suggestions for the primary teacher either in the city schools or the rural schools.

(3) Mr. L. C. Brogden, who has been working with the County Superintendents and helping them to organize the school committeemen, will tell of his success, which should be an encouragement to all teachers and school officers in North Carolina.

(4) Miss Evelyn Royall, primary teacher in the East Durham Schools, has contributed a valuable article on "Some Things That Interest and Win Little Children."

(5) Mr. Holland Holton, principal of the West Durham schools, will present a study of Pesttalozzi's "Leonard and Gertrude," with its application to the school problems of to-day.

(6) We will conclude the Study of North Carolina Poets and Poems, and during the summer the sketches and selections will be bound in a small volume and put on sale for the use of teachers and friends who have become interested in these sketches.

(7) Mr. W. M. Marr will complete his sketches and legends of the Cherokee Indians. Until Mr. Marr collected these legends the teachers of the State knew little or nothing about the Indians that live in Swain and Jackson Counties.

(8) School news, selections from the exchanges, lively devices for teachers, and other short articles will continue to occupy an important place.

(9) Some important announcements concerning the policy of **North Carolina Education** will be made. It is the purpose to bring to our aid such assistance as will make **Education** of greater value and usefulness to the teachers of the State.

HANDSOME PORTRAIT OF GOVERNOR AYCOCK FREE.

Every reader who sends **North Carolina Education** a contribution of 25 cents or more for the Aycock Monument Fund will receive free by mail a handsomely engraved portrait of Governor Aycock suitable for framing. This engraving is made from the last photograph of Governor Aycock and is the finest engraved portrait ever made of him. The plate and autograph are the same as those used in the picture supplement to this number of **North Carolina Education,** but the paper and the printing will be more suitable for framing. The names of all contributors and the amounts contributed will be duly transmitted to the treasurer of the Aycock Monument Fund. Send your contributions now and get a handsome framing portrait of Governor Aycock free. Make remittances payable to W. F. Marshall, Publisher, Raleigh, N. C.

PROCEEDINGS OF THE TEACHERS' ASSEMBLY.

The Proceedings of the Teachers' Assembly for the Raleigh session have been mailed to the members. Ever member who was **registered** is entitled to one copy. I have already received a few notices from members who failed to receive theirs. If any other member has failed by this time to receive his or her copy, upon receipt of a postcard stating that fast, I will be glad to mail another copy at once.

Very truly R. D. W. CONNOR,
Raleigh, N. C., March 28, 1912. Secretary.

A GOOD SUGGESTION FROM SUPT. AVENT.

To the Editor:—This is to suggest that teachers make it a point to teach the children the names of the books used by them. Many children come to our school from other schools, and, when an effort is made by the superintendent to place them in the proper grade, those children are often, very often, unable to tell what books they studied last. I presume other superintendent have had the same trouble with children going from our schools.

In order to assist other superintendents with those children, when we learn of their going before they have gone beyond our reach, we issue to those children the following:

TICKET OF ADMISSION.

.....

Is hereby honorably dismissed from the Goldsboro (N. C.) Graded Schools. ..... was enrolled in the ..... grade. ..... was studying the following books, and had reached the pages indicated:

Text-Books	Pages.
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....
.....	.....

.....
Teacher.

Approved:

.....
Superintendent.

Might not some such ticket of dismissal be given in all the schools, thus assisting very much those teachers to whom the pupils go, when moving from one community to another?

Respectfully submitted,

JOS. E. AVENT.

CHARLES BRANTLEY AYCOCK: THE EDUCATIONAL GOVERNOR

(1) 1859.—Born in Wayne County, near Fremont, November 1.

(2) Received his preparatory education at Fremont, Wilson, and Kinston.

(3) 1876.—Entered the University of North Carolina.

(4) 1879.—Made his first public address in interest of education in Mangum Township, Durham County.

(5) 1880.—Graduated at the University. Won Wiley P. Mangum Medal for best graduating oration.

(6) 1881.—Received his license to practice law and settled in Goldsboro, N. C. May 20, married Miss Varina D. Woodard. July elected Superintendent of Public Instruction of Wayne County.

(7) 1882.—Elected member of the Board of Trustees of Goldsboro graded schools. Served as chairman of this board for twenty years.

(8) 1888.—Became a candidate for Presidential elector on the Democratic ticket. In this campaign he canvassed the State and won fame as a great political debator.

(9) 1891.—January 7, married Miss Cora L. Woodard.

(10) 1892.—Elected as one of the Electors-at-large. His brilliant campaign made him the political leader of the young men and won the distinction of "the most brilliant orator of the State."

(11) 1893.—Appointed by President Cleveland United States District Attorney for the Eastern District of North Carolina, which position he held for four years.

(12) 1900.—Nominated unanimously for Governor of the State. The Constitutional Amendment was before the people. He made Universal Education the theme of his brilliant campaign. Elected with the largest majority ever given a gubernatorial candidate.

(13) 1901.—Inaugurated as Governor.

(14) 1902.—Organized in his office a committee to plan a systematic campaign for education. Was styled the "Educational Governor." The Central Committee to manage this campaign was composed of Governor Aycock, Superintendent J. Y. Joyner, Dr. Charles D. McIver, and E. C. Brooks, Secretary to the Committee.

(14) 1905.—Returned to Goldsboro as private citizen. Elected member of the Board of Trustees of the Goldsboro public schools, the last public office that he ever held.

(15) 1908.—Moved to Raleigh to enlarge his legal practice.

(16) 1912.—Died in Birmingham, Ala., April 5th while addressing the Alabama Teachers' Assembly on the subject of Universal Education. Buried in Raleigh, April 7th.

This chronology tells briefly the stages by which Charles Brantley Aycock, North Carolina's "Educational Governor," rose to immortality. But it cannot tell, and no biography of the man can relate fully, the passion of his soul when discussing a political issue or pleading for Universal Education. His greatest addresses are unpublished, and will never be published because he was greatest when speaking to an audience of country people. Being himself a farmer's son, and realizing the poor educational advantages of the rural districts, since he had to be sent away from home to receive his high school education, he felt keenly the lack of opportunity to the country boy and girl, and his life was devoted to the task of improving these opportunities. It was appropriate, therefore, that the last words uttered by him should be on Universal Education.

Before he had reached his majority, and while only a student at the University, he addressed an audience in Mangum Township, Durham County, on this favorite theme. That was thirty-three years ago, and the people of that community speak to-day with affection and enthusiasm of the then youthful champion of education. As Bishop Kilgo said of him in his funeral oration—"Charles Brantley Aycock was no common man." He chose the law for his profession and politics for his larger forum. But his profession was not large enough to contain his spirit and his forum would have been too narrow had it provided only for a discussion of political issues. He believed that the Almighty had made it possible for every child to rise if man would only give it the opportunity, and if it did not rise, man and not God Almighty was to blame. Therefore in his public addresses, whether discussing the tariff, internaal improvements, social conditions, or Universal Education, his theme was still the same: "Give to every individual the right to make the most of his God-given possibilities."

His first public office was that of Superintendent of Public Instruction of his native county. His longest erm of service as public officer was in the capacity of trustee of the city schools of his native town. His last public office was that of trustee and member of the building committee of the Goldsboro city schools. His first public address and the last words that he ever uttered were in accordance with the great principle of his life.

It was this overflowing human sympathy that made him the friend of all men, and he was beloved by all. He so stirred the State in 1900 by his brilliant and passionate appeal to the conscience of the people that it is the most talked-of campaign in North Carolina to-day. He was appealing to mankind in the interest of a better citizenship, and the citizenship is better to-day, and no man experienced a keener delight in our rapid development than this man who was greatest in the midst of its development.

It is a great thing for a State to produce one such man, and it is equally as great a thing for a State to have a conscience that can be aroused by the touch of such a man. Our industrial progress pays him a tribute; the credit of the State speaks of his wisdom; every school-house is a monument to his memory; and every professionally trained teacher who quickens the spirit of a little child pays him a debt of gratitude.

DOESN'T REMEMBER HIM NOW.

"Uncle Mose," said a drummer, addressing an old colored man, "they tell me that you remember seeing George Washington. Is that right?"

"Yes, sah," said Uncle Mose, "it was right. I useter 'member seein' him, but since I jined de church, sah, I's done forgot him."—Moderator-Topics.

PUBLIC UTTERANCES OF CHARLES BRANTLEY AYCOCK

(Selections taken from his pnblished speeches.)

The Imperative Need of the South.

Democracy, if it is to be effective, mnst likewise be trained. Universal education is therfeore the imperative and only remedy for our loss of power in the nation. But how shall we be trained? Are we to forget the memories of the past; to break away from our traditions; to join with those who are clamoring for the adoption of the convictions which we have combatted for many years? I think not. No people can ever become a great people by exchanging its own individuality, but only by developing and encouraging it. We must bnild on our own foundation of character, temperament, and inherited traits. We must not repudiate but develop. We must seek out and appreciate our own destructive traits, our own traditions, our deep-rooted tendencies, and read our destiny in their interpretation.

* * *

Who Can Foretell the Future of a Child

Did God Almighty endow any man or woman in this audience with that subtle knowledge that would enable you to go into a school-room of children and put your hand on the head of a six-year-old boy and say that God appoints him to greatness and distinction and honor; to put yonr hand on the head of another six-year-old boy and say that God Almighty intended him for the ditch or to split rails? No; God hasn't conferred that power upon any of ns; but He has said to us all, Open wide the schoolhouses and give to every child the opportunity to develop all there is in him. If God didn't put anything there you and I can't bring it out; but if you and I suffer the light of such a one to be hidden under a bnshel, may the sin and shame of it abide on us for evermore.

* * *

Training a Horse and Educating a Boy.

When they began training horses away back yonder, when I was a boy, they got him down to 2:40, and the record stayed at 2:40 so long nntil it became a proverb to say that when a man started to the devil by the shortest road he was going at a 2:40 gait. How did they get it below 2:40? Did they train one horse? No; they trained, ten thousand horses all over the world until they found one that broke it at 2:38, and then they trained ten thousand more until thye brought it down step by step and step by step until they got it down to two minutes and a half second; then they trained ten thousand other horses and some man said, "I have found one horse that I think will do it'; and did they put her on the race track by herself? No. They put her on the race track and put a boy on the running horse, and pnt the runner behind her, pressed her, strong in her determination that she would win the day, that she would give up the last breath she had before this rnnning horse shonld beat her under the wire, and so in one grand last burst of speed she went under the wire in less than two minutes with the runner at her heels. Your boy is going to run a racc; he wants to run a race with a race horse and not with a scrub. Suppose he can't outrun his neighbor. If his neighbor is not making more than two miles an hour he is not rnnning mnch, is he? Suppose he does stand head and shoulders above his neighbor. If his neighbor is not more than five feet high he is not tall. Suppose he can throw his neighbor down, but his neighbor canot lift more than twenty-five pounds, your boy is not much strong. Oh, no; if you want the best of your boy, thank God you have got to believe in this splendid, grand democracy and give to my boy and other people's boys the same opportunity that your boy has got, and if then your boy outruns our boys in the race, he will be a winner that is worth while, and he will be something that is worth being proud of.

* * *

The Education of Women.

You are going to educate yonr girl; I know you are. You are going to sit up all night to educate her; you are going to save to educate her; going to economize, going to be stingy, to ednca te her. Maybe you want her to make a musician. Well, I am going to tell you this. You can send her to al lthe schools; you can let her burn the midnight oil; you can let her study under great mnsicians until she is almost blind; you can send her to the Conservatory of Music; you can send her abroad until her whole soul thrills and feels the glory of her gifted mnsic, but she cannot make music to people that do not understand. If a woman sings her best songs and strikes the deepest chords of music when her sweetheart tells his story of love, it is because she believes he understands and appreciates the beautiful thing she is doing. If she closes her piano and puts away her music after the wedding, it is because she has discovered that the man whom she loves best does not realize the splendid talent that is hers. The woman who spends her days and nights studying light, shadow, and perspective, who mixes her colors with her own life-blood, can never create a great painting unless she feels that some heart shall understand the fine thing she has done and some soul be nplifted by her work.

* * *

Why He Believed in Universal Education.

Oh, my friends, I thank God Almighty, who is no respector of persons, that you cannot get the best for your boy and your girl until you are ready to give the best to my boy and my girl. You can take that boy of yours and send him through the schools, send him through the college, send him through the university, send him abroad, bring him back home, head and shoulders above his friends and neighbors, but he won't be very high when he is head and shoulders above his neighbors, if his friends and neighbors are ignorant and untaught and weak. You cannot get the best ont of your boy unless other people's boys are educated nearly or quite as well as your boy.

* * *

"You Must Come Up."

We must learn all that can be learned, do all that can be done, and be all that we ought to be. The learning and doing will not give us power until we are what we onght to be, for power, permanent and lasting, must finally be based on righteonsness, When the War Between the States closed and the incomparable leader of the Soutern armies cast about to find the work he ought to do, he became a teacher.

(Continued on page 5.)

WHY YOUNG CHILDREN SHOULD BE KEPT OUT OF THE COTTON MILLS.

By Lawton B. Evans.

The mill operative is exclusively white. He has generally come from the farm, which he abandoned because it was unprofitable, and because the allurement of ready pay, steady work, indoor occupation, and the likelihood of making every member of his family productive was too great a temptation for him to resist. So the factories are building at the expense of the fields, and the increasing cry of labor for the farm intensifies the already acute feeling regarding the proper destiny of the Southern negro.

One of the incentives that draw the operatives to the mills is the fact that children, generally from twelve years and upward, are allowed to work and gain a small amount that adds to the family income. In many instances children of tender age are received into the mills and allowed to do work far beyond their strength. In some instances children of tender age are received into the mills and allowed to do work far beyond their strength. In some instances children have been allowed to work at night. and the only sunshine they knew was that which came to them upon the Sabbath.

Why Children are in the Mills.

The heartless greed and often the laziness of the parents are at fault in large measure. They beg the authorities to receive the children in the mills. They claim that their necessities demand it; that the children had better be in the mills than on the streets; that they are often unprotected at home. The mill authorities generally prefer not to employ children, and would in most instances gladly dispense with them; but they allow it at the pressure of the insistent parent. And so the unprotected child is caught between the cupidity of his parent and the apprehension of the mill-owners, and his life is ground into a joyless, hopeless, pitiable existence.

In all agitation for better child-labor laws the child is the last thing considered. It is thought better to have more mills and to make larger dividends, than to care for the workers. The lawmakers are beseiged by the mill-owners to let things alone. The delegates declare that the operatives prefer to decide some qustions for themselves, and all the agitation for reforms is laid at the door of a few philanthropists who take upon themselves the impertinent office of meddling with other people's affairs. And so the wheels whir and turn, and by them stand the tired little workers, who drop into their beds at night to forget their troubles, and awake to other days of debasing monotony. The slaughter of the innocents goes on, the insatiable thirst of the capitalist is unslaked, the greed of the ignorant laborer is unrebuked, and there creeps about the reeking, withering mill the child with the pale and old looking face and stooping shoulders that tell of long and hot hours of work, of little food and that badly cooked, of insufficient sleep and that in an unventilated room.

Effect on Succeeding Generations.

And so after many years there comes about a startling condition of ignorance among mill operatives, of general listlssness to other things in life, and an indifference to any of the comforts or joys of living, The children know only work and sleep. They have never learned to live. I know of no population apparently so joyless and helpless as that surrounding the ordinary mill. Nearly all the children are allowed to chew tobacco, to smoke cigarettes, and know how to swear. Not long ago I accosted a gronp of boys near a smill and challenged them for tobacco. They responded, every one, and one confessed he had been chewing since he was six years old.

Aside from the moral danger arising from this condition, there is an industrial one. Children put to work at tender years, at a monotonous and unvarying machine, develop a fatigue for work and a distate for it tbat begets idleness in later life. Work with them is something to escape from, since it has no joy with it. They have worked out and wasted their energies before they were mature and before there was any power of renewal.

PUBLIC UTTERANCES OF CHARLES BRANTLEY AYCOCK.

(Continued from page 4.)

General Robert E. Lee, the greatest soldier of the nineteenth century, was greater in peace than in war. He realized that the South could only be great, powerful, and controling through the school-house, and he devoted the last years of his life to the high purpose of teaching. When he came to die, tossing on his last bed of illness, his mind reverted to the titanic struggle through which he had passed. He fought over again the great battles of that awful conflict, and as he stood in imagination before the serried ranks of the enemy, he cried out to his aide: "Tell Hill he must come up!" We are fighting today a more terrific battle with the forces of ignorance than he was fighting then. If I had the right to use the great words of this mighty man I should call out to-night and say: "You must come up! Bring all your corps of truth and light and power. Open your batteries, for the conflict is now on with the enemy. The powers of ignorance and darkness are arrayed against us, and the fight must be to a finish. 'Tell Hill he must come up.'"

"LIFE AND SPEECHES OF AYCOCK" TO BE PUBLISHED.

"The Life and Speeches of Charles B. Aycock" is the title of a new book now being prepared for publication by Mr. R. D. W. Connor and Mr. Clarence Poe assisted by numerous friends of the late ex-Governor. The book will not only give a graphic and picturesque account of Governor Aycock's personality, character, and career, but it will also contain the cream of his public addresses and political speeches, including the speech he had prepared for delivery in Raleigh, April 12th, and which many regard as unsurpassed by him in all his life. The book will be brought out in handsome form from the presses of Doubleday, Page & Co., of New York, and will sell, cloth-bound, at $1.50 a copy. That it should have a place in the book-case of every North Carolinian and be read by the children in every North Carolina home, goes without saying. Agents are wanted.

Send 25 cents or more to **North Carolina Education**, Raleigh, N. C., for the Aycock Monument Fund and get a fine engraved portrait of Governor Aycock suitable for framing.

STUDIES IN NORTH CAROLINA POEMS

XV.—REGRET.

By Frances Christine Fisher Tiernan (Christian Reid).

The Author.—Frances Christine Fisher Tiernan, the daughter of Col. Chas. F. Fisher, was born in Salisbury, N. C., July 5, 1846. She received her early instruction from a maiden aunt, Miss Christine Reid, and as soon as she was old enough was sent to St. Mary's College, Raleigh, N. C., where she studied. But her education was completed under the instruction of her aunt. In 1870 she published her first novel, "A Question of Honor," and it is still one of her most widely known books. In 1871 she published in Appleton's Journal a novel entitled "Morton House," a story of Southern life. This novel, Miss Tiernan considers her best since she gave to it her most careful work. In 1887 she married James M. Tiernan, of Maryland, and accompanied her husband to Mexico where Mr. Tiernan had large mining interests. Here she collected material for her novel, "The Land of the Sun," and some Mexican stories, notably "The Picture of Las Cruces," which appeared in Lippincott's Magazine, and was afterwood translated into French and published in **L' Illustration** of Paris. After her husband's death in 1898 Mrs. Tiernan made her home for a while in New York City, but later returned to Salisbury, N. C., where she now lives in the same house in which she was born. She has published in all about twenty novels. One of her best novels is "The Land of the Sky," the scene of which is laid in Western North Carolina. Though she never made the slightest claim whatever to being a poet, the few verses she has written are worthy of reproduction. In 1909 Mrs. Tiernan was awarded the Laetare Medal by the University of Notre Dame, Indiana. This medal is given annually to some lay member of the Catholic Church for distinguished services in literature, art, science, or philosophy. This is the only instance when this medal has been awarded to a Southerner.

REGRET.

If I had known, O loyal heart,
When hand to hand we said farewell,
How for all time our paths would part,
What shadow o'er our friendship fell,
I should have clasped your hand so close
In warm pressure of my own,
That memory still might keep its grasp,
If I had known.

If I had known, when far and wide
We loitered through the summer land,
What Presence wandered by our side,
And o'er you stretched its awful hand,
I should have hushed my careless speech,
To listen well to every tone
That from your lips fell low and sweet,
If I had known.

If I had known, when your kind eyes
Met mine in parting, true and sad—
Eyes gravely tender, gently wise,
And earnest rather more than glad—
How soon the lids would lie above,
As cold and white as sculptured stone,
I should have treasured every glance,
If I had known.

If I had known, from the strife
Of fears, hopes, passions lure below,
Unto a purer, higher life,
That you were called, O friend, to go,
I should have stayed all foolish tears,
And hushed each idle sigh and moan,
To bid you a last, long God-speed.
If I had known.

If I had known to what strange place,
What mystic, distant, silent shore,
You calmly turned your steadfast face,
What time your footsteps left my door,
I should have forged a golden link
To bind the heart, so constant grown,
And keep it constant ever there,
If I had known.

If I had known that, until death
Shall with his finger touch my brow,
And still the quickening of the breath
That stirs with life's full meaning now,
So long my feet must tread the way
Of our accustomed paths alone,
I should have prized your presence more,
If I had known.

If I had known how soon for you
Drew near the ending of the fight,
And on your vision, fair and new,
Eternal peace dawned into sight,
I should have begged, as love's last gift,
That you, before God's great white throne,
Would pray for your poor friend on earth,
If I had known.

XVI.—ALAMANCE.

By Seymour W. Whiting.

The Author.—Seymour W. Whiting, a descendant of the old Whiting and Bradford families of Massachusetts, and the author of Alamance and other poems, moved to Raleigh, N. C., at the age of nineteen. He showed unusual ability at a very early age, and after the old Raleigh and Gaston Railroad was built he became its treasurer under the Presidency of George W. Mordecai. He was also associated with Mr. Mordecai in the management of the Old State Bank. He married Miss Hannah Stewart, of Raleigh. Although he died at the early age of thirty-nine, his business career and literary career left him fame.

ALAMANCE.

When this poem was written no monument had been placed on the old battle-ground. The monument which now marks the spot was erected in 1880:

No stately column marks the hallowed place
Where silent sleeps, unurn'd, their sacred dust—
The first free martyrs of a glorious race,
Their fame a people's wealth, a nation's trust.

(Continued on page 8.)

HOW THE FRESHMAN WRITES, AND WHY

By William H. Vann, Columbia University.

It is undoubtedly true that a large proportion of the mistakes made by students are due to poor preparation. The training in composition work is wofully insufficient. Many students who are especially poor in writing say they have "never done any composition work in the high school." Others say that they wrote compositions not oftener than every two or three weeks; and in most cases these compositions were not returned to them corrected, so that the students remained in blissful ignorance of their mistakes. So did the teachers likely enough. Small wonder is it, then, that such students enter college or the great world with no idea of how to write. Not only do they fail to express themselves clearly, but their writing is incorrect and often unintelligible. Many students are lacking in a clear conception of what constitutes an English sentence.

But why are they allowed to graduate from the high schools thus deficient in the elementary principles of paragraphing, spelling, and punctuation? Is it because the teachers themselves are unaware of such deficiency? This may be the case in some instances; but in most schools, we must believe, the fault cannot be attributed to incompetency of the teachers.

We must conclude that deficiency in this is largely the result of insufficient time and attention to composition work on the part of the teachers. It is much easier, as well as much more pleasant for both teacher and pupil, to skim over a poem or a play of Shakespeare, than to devote the time to drill in grammar and rhetoric, and spend the time out of school in correcting themes. One boy, who upon entering college did not know how to write an English sentence, said: "They didn't make us write compositions any much, but we read Romeo and Juliet, Merchant of Venice, Hamlet, and about seven or eight more of Shakespeare's plays." **Hamlet,** when he could not possibly have expressed his ideas of the play, even if he had had any!

Are the Colleges to Blame?

We pause here to raise the question whether the colleges themselves are not partly to blame? In their eagrness to raise the standard and add to the entrance requirements, are they not setting a pace too fast for our secondary schools? The college entrance requirements were formulated by Northern teachers, and were designed for graduates of the high-grade Northern preparatory schools. For such they may be all right; for the South they are certainly too high. The high school student who can get anything out of Chaucer, Carlyle, Emerson, or Browning is not often found in the South,—and there are very few in the North, either, we must believe. In the effort to complete a long list of classics, the work done is necessarily more or less superficial, and the enforced reading of so many books may result in a distaste for good literature on the part of the student. Many of the Northern colleges and universities have not been enforcing strictly the entrance requirements published in their catalogs. The "Amherst idea" seems to be a wise step in the direction of simplifying courses of study. Would it not be better for our Southern colleges to require less for entrance, especially in English, and insist upon thoroughness in what they do require?

Necessity of Composition Work.

Composition is the one elementary branch which will afford the student much practical aid in after life. Latin, mathematics, history, literature, all have their place; each plays an important part in a student's mental training. But when he goes out into the world, his knowledge of Caesar, Cicero, or Virgil will not aid him in securing a position; his prospective employer will not ask hiu to solve a quadratic equation; his understanding of conditions in Rome during the Empire, or the date of the battle of Hastings, will be of small concern to the business or professional man. Nor yet will the world care to be told anything about The Lady of the Lake, Macbeth, or Il Penseroso. What will be of prime importance, however, is that the student shall be able to speak and write correctly. It is just this kind of training in which so many boys coming from the high school are deficient, and many of them, lacking in the proper foundation, will never be able to acquire it.

Now, this is not intended to be an arraignment of our secondary school system in its entirety. With the majority of students they do good work. Many come to college whom it is a real pleasure to teach. But those who write best are in every instance students who have received special training in composition, or who have naturally a liking for literature, and have learned to express themselves by reading the English classics. It is with the students who do **not** like to write that the high schools are failing to do their duty. And it is only in justice to these boys and girls that they receive this training: not only because it is essential to further progress in college, but because most of them, as we have seen, are unable to attend college, and will be seriously handicapped in life.

How to Secure Better Preparation.

What, then, may be done to secure better preparation in English? In the first place, more writing should be required of the students. Written work should be done regularly; at least once a week, and twice a week, if possible. Even daily theme work, short paragraphs on topics of every-day interest, would not be amiss. Especial emphasis should be placed on written work in the early years.

As the student progresses, less written work may be required, but it should be continued throughout the high school course at least once a week. It may be correlated with his literature by the assignment of subjects suggested by his studies in that subject. The Merchant of Venice, Julius Caesar, Lady of the Lake, Silas Marner, Ivanhoe, and other classics, furnish abundant material, and a student can thus gain valuable training in expressing an opinion on what he has read.

These themes should be carefully read and returned to the student with corrections noted. If possible, they should be gone over in consultation with him. He should be made to realize his mistakes and the importance of remedying these faults, but a word of encouragement whenever possible will help. Then the student should re-write his theme, wholly or in part, making corrections wherever necessary. If this plan can be carried out, good results are sure to follow.

Our Kindergarten Exchange

What the Kindergartners are Doing

CARPENTER SONG.

By Florence Bonitz, Wilmington, N. C.

Tune: Jolly Brothers in Kindergarten Chimes.

O! we are jolly carpenters,
We're busy all the day;
Let us build a house for you,
We will build it strong and true;
O! our work will bear inspection,
We do not fear detection.
No matter what the weather is
We work and sing away.

Chorus:

With hammer, saw and plane, we will work,
work, work,
No task that's set before us will we shirk,
shirk, shirk,
We do our work so neatly, it is true, true,
true,
We're ready now to serve you,
Let us build a house for you.

Oh! we are jolly carpenters,
Our work is skilled and true;
Your orders now we'll take
For anything we make:
And if a house, a boat, a stove,
Or but a bench or door,
We'll do our best, our very best,
While laboring for you.

WEATHER SONG.

By Florence Bonitz, Wilmington, N. C.

Tune: "Good Morning, Kind Teacher." Merry Songs and Games.

Good morning, dear sunshine, we greet you to-day,
Come into our school-room and with us now play.
Our sun-bird is dancing so merry and free,—
With hearts full of sunshine, bright sun-birds are we.

Good morning, dear little clouds, up in the sky;
How gently you rock in your crades so high.
Before you come down here to dance and to play,
Just tell the dear sun that we wish him "Good-day."

Good morning, dear snowflakes, so fleecy and white;
How swiftly and softly you came in the night,
We hope you will stay till we have a good play,
We'll snow ball Jack Frost if he nips us to-day.

NEW PICTURES FOR KINDERGARTEN, WASHINGTON, N. C.

The kindergarten in Washington is very much pleased with the pictures they have purchased and had framed, with the proceeds of a concert given some time ago. We have the following framed (22 by 17 inches): "The Sistine Madonna (gray print); "Madonna of the Chair (gray print); Baby Stuart by Van Dyke (sepia); Sir Galahad by Watts (sepia); Shoeing the Horse by Landseer (sepia); Jessie Wilcox Smith's illustrations of the five senses, 22 by 18, inches, in color.

Besides the ones for framing, they are now enjoying a beautiful set of Mother Goose pictures, in color; Red Riding Hood, Cinderella, and Jack and the Bean Stalk. The pictures handsomely repay them for the work of getting up the concert.

MARY E. WRIGHT.

KINDERGARTNERS' EXCHANGE.

The Southern Kindergarten Association sends the following appeal for new members:

"The Southern Kindergarten Association is working—

"To improve the standard of Southern kindergartens, especially through urging the employment of graduate kindergartners only.

"To increase the understanding and appreciation of the public school systems.

"A larger membership would greatly fecilitate this work.

"Every kindergartner or kindergarten advocate, is cordially invited to join forces with us, and to see what united effort can accomplish toward these ends."

Let's see that North Carolina is well represented in the Southern Kindergarten Association. We will derive great benefit from the organization. New ideas can form much faster to fill our individual needs, when we have come in touch with a great many other people whose problems are practically the same as ours, and have seen the various ways in which they have mastered them.

ALAMANCE.

(Continued from page 6.)

The rustic, ploughman, at the early morn,
The yielding furrow turns with heedless tread,
Or tends with frugal care the springing corn
Where tyrants conquer'd and where heroes bled.

Above their rest the golden harvest waves,
The glorious stars stand sentinel on high;
While in sad requiem near their turfless graves,
The winding river murmurs mourning by.

No stern ambition nerved them to the deed,
In Freedom's cause they nobly dared to die;
The first to conquer, or the first to bleed,
God, and their country's right, their battle-cry.

But holier watchers here their vigils keep,
Than storied urn or monumental stone;
For Law and Justice guard their dreamless sleep,
And Plenty smiles above their bloody home.

Immortal youth shall crown their deathless fame,
And, as their country's glories still advance,
Shall brighter blaze o'er all the earth thy name,
The first-fought field of Freedom—Alamance.

A STUDY OF THE GREAT EDUCATIONAL CLASSICS

II.—CICERO'S DE ORATORE.

By Mrs. Lela Young Holton.

(This is the second article treating the great educational classics. The first was a study of Plato's Republic.)

Every nation shapes its education to produce the ideal citizen, and to this rule Greece and Rome proved no exceptions. The unit of government in each was the city state, and naturally their educational schemes were to some extent similar. In the Greek state the keynote to life was love of beauty. This necessarily produced a somewhat self-centered ideal, and the result was the philosopher thoroughly skilled in music for the soul and gymnastics for the body. On the other hand, the Roman ideal turned always toward the practical, and this was naturally the standard which produced the prevailing type of education.

Early Roman Education.

The early Roman education was intended to produce the man who could attend to his own affairs and those of the State. His training, therefore, began in the home where he was taught the stories of the brave men of his own race that he might the bet ter serve the State. A little later he accompanied his father about his daily work, taking time to learn the laws of the Twelve Tables with possibly a little reading, writing, and accounting. Then came a day when he entered the military camp, and from then on became the citizen ready to transact the business of his State and to aid in extending her empire.

But there came a day when the "captive led captive her captor." Rome entered Greece, but at the same time Greece entered Rome with her scheme of education. The Romans were an imitative people and brought over the Greek ideal. But on this, as on everything else they touched, they set the practical stamp. The Roman orator was the philosopher, but he was more than this. All that the pulpit, the press, the teacher, the lawyer, and the legislator mean to us, the orator meant to the people of Rome. He was the educated man in public life.

There were among the Romans, as among Americans, two types of the educated man—the man who was preparing himself for the life of affairs, and the one to whom the public life was the goal. For the former, the practical training afforded by the grammar school was considered all-sufficient. First came the lower school in which the mechanics of reading were supposed to be mastered. Then the lad passed to the grammar school—taking up Greek first, that through this fixed tongue he might acquire what we know as the language sense. Later he took up the study of the Latin grammar, which included both the formal study of the language and its literature. To the grammar was added some degree of mathematics, music, and rudimentary dialectics. The object of the grammar school was to give a mastery of the language, and a correctness of expression in reading, writing, and speaking. The man intended to develop into the complete orator then passed on to the rhetorical school where his attention was turned to declamation and debate, music, arithmetic, geometry, astronomy, and philosophy. To this training in the rhetorical schools was added a knowledge of the law, military service, and a period of sojourn in Athens that he might become more familiar with the philosophers, and we have the training which the orator Cicero received.

Cicero's Conception of an Ideal Orator.

It is Cicero who gives us in his De Oratore our best view of the Roman orator and the educational system which he represents. His consummate orator was one endowed by nature with acuteness and fertility of invention, a retentive memory, volubility of tongue, excellent tone of voice, strength of lungs and pleasing appearance. The work o fthe schools was to supplement this endowment with the "acuteness of the logicians, the wisdom of the philosophers, the language almost of poetry, the memory of lawyers, the voice of the tragedian, and the gesture of the best actor." The whole circle of arts, a knowledge of history, of law, and especially of civil law, were the necessary background for the man who expected to attain any degree of excellence. Of these civil law was considered of paramount importance because it dealt with antiquities and politics, illustrated philosophy, and gave moral balance.

Cicero would have the young orator trained to add to this general background a thorough mastery of the subject on which he would speak, the power to prepare an orderly outline, to clothe his material in beautiful garb and finaly to present it with dignity and grace. The power of collecting material, Cicero suggests, is best gained from a thorough knowledge of the work of others and from the practice of translation and rewriting, from general cultural reading, and from argnmentative practice in law and politics, for it was thus that judgment was developed. For the costume of the speech the schools should have trained its pupils to speak correctly and in pure Latin, intelligibly and with perspicuity, gracefully, and suitably. And lastly, but possibly equaling in importance, comes the study of philosophy itself, for it is this which gives an understanding of human nature and best prepares its lover for moving his audience and acutely divining what they think, feel, imagine, or hope. "By the power of langnage it is the orator's to counsel, to rouse to action, to calm the over-excited, to reclaim from vice, to exhort to virtue. It is he who commits the best in history to immortality, and by his skill in inventing or selecting words, varies and adorns his discourses with fine distinctions of words and thoughts." It is this man whom Cicero presents to us as the ideal orator and for whom he outlines the course of training in De Oratore.

Quintilian's Conception.

Cicero's views were those of the man who looks at education from the point to be attained rather than the method. Following him came Quintilian who looks at the subject from the standpoint of the trained educator. Yet they have much the same standard. To Quintlian the orator, or the educated man, was the good man skilled in speaking and the great object of education was to re-enforce nature in its tendencies to virtue. His schemes begins with the public school because it was here that there could

be emulation and incitement to the study of eloquence. The foundation was to consist in grammatical studies which were to include the art of speaking correctly, the illustration of the poets, the art of writing, training in the exercise of judgment, music, astronomy, geometry, and philosophy. In reading the pupil was to have Homer, Virgil, and the tragic and lyric poets, with special emphasis on the understanding of the substance of what was read. Music was to be studied because it expressed the most sublime thoughts by its tones, and geometry because it taught calculation, order, and logic. The study of rhetoric was to be begun at an early age even being mixed to some degree with the study of grammar. Children of different capabilities might sometimes choose their studies, but the orator had to deal with all of life and for him the general training was much to be preferred.

Influence of Cicero's Conception.

It was thus that De Oratore influenced the greatest educator of his day, nor did its influence stop there. There came a period when the power of Rome was overthrown and mere physical strength was again in the ascendance. During that time there was no need of the classic orator in public life and the works of Cicero were hidden away in some dark corner. But there came a time when Europe awoke to the wealth of culture at her door, and the Renaissance was at hand. This gave back to the world after a thousand years the thought of the ancient Greeks and Romans. Petrarch chose Cicero as the best exponent of classic culture, thus making him again the first man of the world. But the world at large could not appreciate him, and the spirit of the master was lost to view in a slavish imitation of his style—the day of Ciceronianism was at its prime. Grammar was allowed to be the "portal of all knowledge whatever." It became the aim of education to impart a perfect Latin style. All work in the schools was to be confined to the study of the writings of Cicero and all writing was to be carried on in Ciceronian phrase. And these things came to pass nearly fifteen centuries after Cicero's day.

THE RAID ON TIKWALI'STI

By W. M. Marr, Trinity College.

At the beginning of the nineteenth century the Cherokee nation had large, very important towns scattered all aloing the Tuckasegee, Ocona Lufty and Little Tennessee Rivers. One of the most important of these was Kituwha situated in the bend of the Tuckasegee River on the present Elias farm at Governor's Island. About two and one-half miles below this town was the favorably situated town of Tikwali'sti on the south side of the Tuckasegee River in what is now Bryson City.

Throughout the eighteenth century the Cherokee nation was troubled a great deal by many enemies on all sides. The chief of these was the Shawano tribe inhabiting the Cumberland Mountain section in Tennessee and Kentucky. From time to time this common enemy met such serious defeats at the hands of the Cherokee braves that they had little heart to continue the war farther, and were compelled to sue for peace.

The Raid on Tikwali'sti.

About the time of the Revolution the last noted leader of the raiding parties made by the Shawanos, "Punk-plugged-in," led a party over the Smoky Mountains toward Tikwali'sti. He was called Punk-plugged-in because a certain spot on his face looked as if it were a piece of punk which had been plugged or driven in. The people in the town were soon aware of the presence of a raiding party on the outskirts of the village that had come in from the north. The village conjures and medicine man, whose name was "Dead-wood-lighter," was sought to begin conjuring at once to find out all concerning the presence of an enemy, their strength, and the final outcome of the approaching battle. It was found through his magic arts that the enemy was in ambush on the trail along the north side of the river a short distance above town. A detachment of warriors was soon fitted out, at the advice of the conjurer, to go up the south side of the river and march around the enemy's rear and take them by surprise. But there were a few reckless youths who disregarded the words of the conjurer and went up the trail on the north side of the river to the mouth of Deep Creek where the Shawano Indians, in ambush, took them by surprise and killed nearly the entire number. This place where the trail crosses the creek and where the skirmish occurred was thereafter called by a name which means "where-they-made-a-fish-trap." Probably from the event one may infer that these Cherokee youths were taken by the enemy in the same manner as fish are taken in a trap.

The party going up the south side of the river, as they had been directed, heard the firing of the guns and immediately crossing the river a short distance above Deep Creek, came in behind the Shawanos and made their attack. Several of the raiders were killed and the others forced to retreat back over the trail they had come. The Cherokees followed in hot pursuit. They followed the enemy up the creek about one mile, then west to the top of Sharp-Top ridge, and out to the top of Cold Spring Knob. Here the Cherokee prisoners in the hands of the raiders were taken by their captors, and still bound, thrown over the cliff on the northside of the Knob. The old conjurer of their own party being unable to keep up in the flight deliberately sat down against a tree on top of the Knob and awaited his doom. The Cherokees split his head with a hatcket and threw the body over the same cliff. From this event the cliff takes its name, being Kala'asunyi," where he fell off."

The Cherokees camped for the night not far from the head fork of Deep Creek. The next morning the Shawano being yet on the retreat were closely followed by the pursurers. Passing over Sassafras Knob toward the head of Noland's Creek, they at once ceased the pursuit where the trail reached the Tennessee line at a gap in the main ridge, near Clingman's Dome, known as a place "where there are shelves." From this place the Cherokee braves retraced their steps to their home in the valley.

Current Thought from our Exchanges and Reviews

HOW NEW YORK AND MASSACHUSETTS HAVE RECEIVED THE STORY OF COTTON.

Superintendent H. S. West, of the Rochester, New York, schools has the following written report of the Story of Cotton from his geography teachers: "The Story of Cotton will be of great value to pupils studying geography in the seventh grades for the reason that it is very interesting and brings a new light on the history of that industry, showing the effect in sectionalizing the South and thus precepitating the Civil War." The report ends with a strong recommendation of the Story of Cotton as a supplementary reader for boys and girls in the seventh grade.

Superintendent H. P. Emerson of the Buffalo schools, after reading the Story of Cotton, ordered three hundred copies for pupils in the seventh grade.

The New York School Journal, after reviewing the book, says:

> "Even if the Story of Cotton has not local interest for the pupils of the North and West, every schoolmaster ought to read it for its sidelight on history and politics. The Civil War has been so much considered a political and sentimental affair, that its significance as an economic revolution remains a considerable mystery. The reading of this book will help vastly to discredit the Uncle Tom myths. The statements of the author, born under the old regime, but full of the spirit of the new, 'are fair, plain, and to the point.'"

The Boston Journal of Education says:

> "This is a practically exhaustive study of the cotton plant, and of its American habitat. Whatever one may wish to know about this valuable and interesting fibre may surely be found here. The author treats of the methods of raising, the varieties of upland and Sea Island, the ways of picking both in antebellum and present times, the processes of ginning and baling and weaving, transportation by rail and sea, the foreign lands dependent upon the Southland's leading crop and the by-products; and all these and more in a simple yet fascinating style that cannot fail to delight the reader either in school or home. The professor is thorough-familiar with his theme, for he lives 'Away Down South in Dixie,' but in addition to this, he is an exceptionally clear and virile writer. The work is finely illustrated."

THE RECENT HISTORY OF CITY SCHOOL SYSTEMS.

From the Report of the Committee Appointed to Investigate the Baltimore Schools.

City school systems as organized at present in the United States had their beginning about the time of the educational revival in the second quarter of the nineteenth century, when the simplicity of the older district units began to give place to the complexity of city organizations. By the time of the Civil War the more highly developed form of educational organization was generally found in the larger American municipalities.

The history of the city schools during the latter part of the nineteenth century may be briefly outlined by calling attention to some of the problems which arose into prominence at different times. After the problem of organization came that of the adjustment of the schools to the school population. Soon after the war the cities began an extraordinary growth—a growth, moreover, which was made by the addition of heterogeneous elements to the population. The enactment of compulsory school attendance laws followed.

The Revival in the Eighties.

Massachusetts had passed its attendance law as early as 1852, but it was not until the early seventies that the wave of such legislation swept over the country. In that decade nearly half of the States which now have compulsory school attendance passed such enactments. Out of these conditions arose questions touching the grading of schools, the promotion of pupils, school discipline, and kindred topics. In the eighties the problem became more generally one of instruction and the enrichment of the course of study. It was in the early eighties that manual training fairly made its appearance in American schools. Introduced at first into the high schools, it spread over the country and began to push its way down into the elementary grades. In the eighties and nineties the beginnings were made in the wider differentiation of school studies. In the nineties, particularly, more attention began to be given to such subjects as music, drawing, and physical culture. This broadening of school instruction made necessary a greater complexity of organization, the development of special functions in administration, supervision, and teaching, and increased attention to the training of teachers. The "Quincy methods," the Forum articles on city school systems, the report of the Chicago Educational Commission, and the organization of the Greater New York system of schools, are among the landmarks of this period.

During the first decade of the twentieth century the population of the United States increased about 21 per cent. In general, the cities have shown a greater growth than that of the country as a whole, and on the material side at least their school systems have kept pace with the growth in population.

Tendencies During the Past Decade.

On the side of school administration certain tendencies have been apparent during the decade, among which the following may be mentioned: The movement to reduce the number of members of school boards, the increasing demand for the removal of the schools from the influence of partisan politics, and the employment of specialists in different departments of the business management and the scholastic supervision of the educational system. As regards the teaching force, it may be said that the trend has been in the direction of higher salaries and the requirement of superior qualifications and greater efficiency.

A more flexible course of study for high schools, provision of special classe for exceptional children, more varied and more specialized teaching in the upper elementary grades, a closer adaptation of the ordinary school work to the ordinary nedes of life, and provision in constitutional schools for children who are compelled to go to work early in life, are some features of

(Continued on page 16.)

North Carolina

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There is one good thing about it. You will not be paying a heavy income tax.

It is possible for a teacher to read about the great world beyond the school-room and still be a good teacher.

The teacher who feels perfectly at ease if he must leave the room for a few minutes has a well conducted school-room.

The schools are closing, or are already closed. Who will look after the building and rural library during vacation? Brethren, think about this.

Let the school children of the State build a monument to the late ex-Governor Aycock. In honoring the man they will be converted to his creed.

The Newton graded school has published a very creditable bulletin which contains an interesting statement of the plan, method, and administration of the school.

This is the season for county commencements. Several have already been held. We should like to publish the account of each, but alas! we have not received the reports of them.

This is the season when some teachers begin to knock the dust from their "To Whom it May Concern" testimonials and begin to look for fresh pastures. Funny isn't it, that the more of these testimonials, you have, the greater number of positions you seek.

The ancient Greeks and Romans taught the youth of their day patriotism by presenting to them the great deeds of their heroic men. The great life of Charles Brantley Aycock should be told to every child in North Carolina. His patriotism will make better patriots of us all.

Supt. Joseph E.Avent, of the Goldsboro Graded Schools, has resigned his position to become effective at the close of the present session. He will attend Teachers' College, Columbia University, New York City.

Much money is wasted, literally wasted, because committeemen do not look after the buildings during vacation. Next fall an appropriation for each district will be made to repair damages, many of which will be the result of neglect during the summer. Don't we spend at least fifty thousand dollars annually for repairs that might be saved? Think about it.

A NEW HISTORY ADOPTED.

The Text-Book Commission met early in April and adopted a new history for use in the public schools. The new book is Our Republic—a history of the United States for grammar grades. The authors are Franklin L. Riley, Professor of History of the University of Mississippi; J. A. C. Candler, Superintendent of the Schools of Richmond, Va.; and J. G. de Roulhac Hamilton, Professor of History of the University of North Carolina. White's Beginners' History of the United States was re-adopted.

Our Republic is a new history, but it has been very well received by the public, having already been adopted in the States of Mississippi and Florida, and used in a large number of city schools. It is a better book and a more teachable history than the old book in use.

ADDRESSES OF KINDERGARTEN NORMAL SCHOOLS.

So many appeals have come to me for names of Kindergarten Normal Schools that I am hoping the following brief list may be of interest or assistance to those who are interested in the kindgarten work. A card written to any of the following addresses will be sufficient to get any information you may desire:

Miss Lucy I. Coleman, Richmond Training School for Kindgarteners, Richmond, Va.

Miss Marion S. Hanckel, Principal South Carolina Kindergarten Association Training School, Charleston, S. C.

Miss Willette Allen, Principal Free Kindergarten Association Training School, Atlanta, Ga.

Miss Hortense May Orcutt, Principal Kate Baldwin Kindergarten Training School, Savannah, Ga.

The Cincinnati Kindergarten Association Training School, 6 Linton Street, Cincinnati, Ohio.

Mrs. Marion B. B. Lagzettel, Director the Froebel League, 112 East Seventy-first Street, New York City.

Miss Alice E. Fitts, Director Kindergarten Training Department, Pratt Institute, Brooklyn, N. Y.

Miss Pattie Hill Teachers' College, Columbia University, New York City.

Miss Caroline T. Haven, Ethical Culture School, Central Park West and Sixty-third Street, New York City.

Miss Lucy Wheelock, 134 Newbury Street, Boston, Mass.

A COURSE IN CIVICS TAUGHT IN THE WINSTON SCHOOLS.

A course has been designed in the Cherry Street High School with a view to teaching the pupils of the eleventh grade their duties as citizens of Winston-Salem. The course is now being mapped out by Supt. R. H. Latham, Principal L. Lea White and Prof. J. H. Clement. The school authorities believe that much good will result in after years by teaching the members of the graduating classes more about their native city government, the benefits that the city government confers on them as citizens, and their obligations to their city and its laws.

The following general outline will be observed in studying the course:

I.—What does the City, State, and Nation do for me?

(1) For my safety: (a) City, police, and fire department; (b) State militia; (c) Nation, army, navy, life-saving, light-houses.

(2) For my comfort: (a) water supply; (b) street paving and cleaning; (c) street lighting; (d) building regulations; (e) postal service.

(4) For my pleasure: (a) parks and boulevards; (b) inspection of factories; (c) quarantine; (d) public baths.

(5) For my education: (a) public schools; (b) normal schools and universities; (c) public libraries, museums and galleries.

II.—What do I do to help the City, State, and Nation?

Taxes; internal revenue; care of children; support of law and officials.

III.—What do I do to help the police, in street cleaning, public baths, parks, schools, or any of the services rendered by the City, County, State, or Nation?

The plan will be followed up by a study of city ordinances, not all of them, but of those which are most vital to the welfare of the community, and those which are most vital to the welfare of the community, and those which every citizen should know. A collection of these ordinances to be taught will be put together and the title of the pamphlet will be, "City Ordinances That You Should Know."

The course will be taught in the eleventh grade during the last two months of school and will necessarily result in a wider knowledge of city affairs.

AN IMPORTANT DECISION.

There has been a hot fight in Charlotte in regard to the location of a certain school, which has been carried to the Supreme Court, in the case of Newton vs. School Commissioners. This was decided yesterday in an opinion written by Justice Hoke for the Supreme Court. The action was to secure a restraining order preventing the School Committee from selecting a certain school site for the Graded School District of North Charlotte. It was alleged that the power of ultimate decision as to the school site was vested by law in the Board of Aldermen of the city and not in the School Committee. Justice Hoke states that this was decided in a case brought by the School Committee against the Board of Aldermen, that the School Committee has this right under the law. It was also alleged that if the School Committee have this right, that they have selected a site so unsuitable and and in such flagrant disregard of the rights and interests of the patrons of the school as to render their action illegal and void. The Supreme Court states that the power being vested in the School Committee to select the site, that the courts may not interfere with discretionary powers conferred on these local administrative boards for public welfare unless their action is so clearly unreasonable as to amount to an oppressive and manifest abuse of discretion, and a long line of cases deciding this is given. In some of the opinions decided intimation is given that in so far as the courts are concerned, the action of these administrative boards must stand unless so arbitrary and unreasonable as to indicate malicious or wanton disregard of the rights of persons affected. The plaintiffs, acting no doubt under full belief that their rights and interests have been entirely disregarded, have filed strong affidavits tending to show that another place for a school site should be selected, and in fact, that in the present state and placing of the population there should be two schools maintained. However, strong affidavits have been filed stating that this is the best and most suitable location, and acting under the principles so often laid own, the courts cannot interfere with the discretionary powers of a local body or committee. The restraining order was therefore refused in the lower court and affirmed in the Supreme Court.

Another case involving the Charlotte School Committee is a suit by it against the Board of Aldermen and Treasurer of Charlotte to compel them to turn over to the School Committee the proceeds from certain bonds which were sold. There was a judgment in the lower court for the School Committee. An appeal was taken to the Supreme Court and the judgment for the School Committee is affirmed, Justice Hoke writing the opinion, that by vote of the people under an act of the Legislature it was decided to issue $100,000 of bonds; that these bonds have been issued and sold. The Board of Aldermen turned over to the School Committee $80,000 for the purchase of our sites and refused to turn over the other $20,000, stating that the proposed site was absolutely unsuitable for school purposes, and this suit is to force them to turn over the remaining $20,000 for this purpose. The charter of Charlotte provides that there shall be a School Committee elected by the people and defining their powers and stating among other things: "That said Board of School Commissioners shall have exclusive control of the public schools of the city of Charlotte, and shall have full and ample power to purchase sites, to provide necessary school buildings, etc." The opinion states: "The Legislature could have selected language more explicit. There is no ambiguity nor room for construction, and applying the principle we are constrained to hold that in giving the Board of School Commissioners 'exclusive control of the public schools of the city,' and conferring upon them 'full and ample power' to purchase sites, etc., and 'do everything that is necessary and proper to open and conduct' these schools, the Legislature intended what the language means and that the Board of Aldermen are without discretion in the matter." The Board of Aldermen are directed to turn over the remaining $20,000 to the School Committee.—Raleigh News and Observer.

RESOLUTIONS OF RESPECT FROM BERTIE COUNTY.

Whereas, the great and Supreme Ruler of the universe has, in His infinite wisdom, removed from us, one of our most worthy and esteemed educators, Charles B. Aycock; and,

Whereas, the relation held with him through the present efficient public school system of North Carolina makes it eminently befitting that the Bertie County Teachers' Association record our appreciation of him; therefore, be it—

Resolved 1. That the wisdom and ability which he has exercised in the aid of our schools by service, contributions, and counsel, will be held in grateful remembrance.

Resolved 2. That the sudden removal of such a life from among us leaves a vacancy and a shadow that will be deeply realized by all the teachers and friends of this Association, and will prove a serious loss to the State and public.

Resolved 3. That North Carolina has lost her foremost citizen, and we join in the mourning, which not only North Carolina, but the South feels at his death, that with deep sympathy with the bereaved relatives of the deceased we express our hope that even so great a loss to us all may be over-ruled for good by Him who doeth all things well.

Resolved 4. That a copy of these resolutions be kept upon the records of this Association, a copy printed in the Roanoke-Chowan Times, Windsor Ledger, Educational Journal, News and Observer, and a copy forwarded to the bereaved family.

H. M. AINSLEY,
J. R. LOUGH,
W. T. BROTHERS,
Committee.

INDUSTRIAL SCHOOLS IN GERMANY.

The marked advance of Germany along industrial lines during the past few years is by common consent ascribed in large measure to the number and excellence of her industrial schools. As a result, those schools have frequently been studied by Americans, and a number of excellent descriptions of them have appeared. One of the best of the briefer descriptions appears in the Report of the Wisconsin Commission upon the Plans for the Extension of Industrial and Agricultural Training, which formed the basis of the notable law upon that subject enacted by the recent session of the Wisconsin Legislature. The following is a digest of a portion of the report:

Causes of Germany's Educational Success.

In considering the specific causes of Germany's educational sucess in detail, the first point which astonishes us is the heavy investment made in industrial education. Nearly every small village has at least one industrial school, and often in small cities several are found. In Hanau, a place not very much larger than Madison, there are five industrial or commercial schools, including an industrial art school and also what is practically a mechanical engineering school. The equipment of some of these schools is very complete and costly, but in most instances is very economical and surprisingly simple. The buildings are well adapted to the work in hand. Some idea of the investment can be obtained from the fact that the little province of Wurttemburg, which has a population less than Wisconsin by at least one-fourth of a million persons and which is on the whole a poor, hilly country with very poor transportation facilities, has, besides its splendid system of elementary and secondary schools, about 250 industrial schols in its towns and villages, one knitting school, three weaving schools, two industrial work-shops for actual practice in weaving, two technical schools for textile and mechanical work, a large State university, technical university, a royal building-trades school, a great commercial college, several commercial improvement schools, a great agricultural school, many farming schools (similar to county agricultural schools here), an art trade school for industrial art, a pure art school, and many miscellaneous schools of all kinds for workmen of various grades, evening schools, continuation schools, etc., including schools in domestic economy for women. The tremendous investment made by this little province is far beyond anything of which we, in our prosperity, have thought.

In one of the industrial schools in Munich are equipment and work-shops in the following work: Electric motive power; electric lighting; locksmith and machine forging; book printing and lithography; cabinet-making; stucco work; carving; chain making; metal work; plumbing fittings; tinsmith work, and photography. There are in Munich about sixty continuation classes. A great many industrial schools are maintained both by the city of Munich and by the kingdom of Bavaria.

Practical Nature of the Work.

Almost without exception there is in Germany a correlation between the industrial conditions in the cities or towns in which these schools exist and the industrial schools. In fact, it is impossible to define exactly a German industrial school. Each city meets the problem differently. Each tries to adapt the teaching to its own needs and sometimes the curriculum in a school in a certain village is entirely different from that in any other community. The schools are a striking reflex of the industrial conditions of the communities in which they are found. The reason for this can no doubt be found in the gradual growth of these schools and in the masterly way in which they are made to meet the wants of the great masses of the people. Instead of starting with a few costly trade and technical schools the Germans have encouraged a gradual growth in the entire field of indnstrial education, and they have put the emphasis upon the average man of an industry and the teaching of the average workman at the bench or at the machine. They have realized that the success of an enterprise depends in the long run upon the men in the ranks. They are now putting as much strength into building up the average man—the average workman—as in building up the higher education, although the investment in higher institutions is as great in proportion as ours, if not greater. The technical schools of collegiate grade are splendid, yet it is to the miscellaneous continuation schools that Germany owes a great measure of her success.

Continuation Schools.

The German continuation school is made possible by the fact that practically every one is compelled to go to school until he is fourteen years of age. From fourteen to eighteen he is compelled to go to school a certain portion of his time. This would average perhaps a day in a week. He may go to school in some places from 4 to 6 in the afternoon; in other

places and other trades, two mornings a week, and in still other places (and this is the popular way) he may go to school for one day in a week; but he must go to school. The reason for this is the sensible way in which the Germans have studied out a plan for replacing the apprenticeship system. Taking the remnant of that system, which of course still exists here and there, they have added to it the continuation school.

The apprentice in the jewelry firm begins work, we shall say, at fourteen years of age. On Friday or Saturday he has to go to school. In that school he may have one hour of German, one hour of free-hand drawing, one hour of plastic design, one hour of commercial geography; and in general everything which will give him a broad view of the other departments of the work in which he is engaged. If he is a merchant's clerk, he may be given a course in a mercantile continuation school, which would teach him how to buy and sell, do accounting and to understand the general features of a thorough commercial education. Everything is applied directly to the business in which he finds himself, and which perhaps in his own town or village is a speciality. For instance, the city of Hanau is largely engaged in jewelry work. Instruction in selling jewelry and the manufacture of jewelry is the the chief work of the continuation school. Continuous classes are held in most cases so that in the industrial school where boys between fourteen and twenty years of age, and even men up to twenty-five or thirty, go to school from two to four years to learn trades; there are also many boys coming in every day of the week from different manufacturing establishments. Evening classes are also held, but if a boy goes to an evening class, the manufacturer is compelled to allow him a certain number of hours each day away from his work, so that the total number of hours for the evening school and day work is not greater than one day's work. This is also the law in Scotland. The classes are small in these schools, and the "task" system is so used that a class may include one boy who is doing very elementary work, and another who is finishing the highest task given by the teacher.

The Task System.

There is another element which has been neglected by most of the investigators of the German industrial educational system. That is the "task system" which is in vogue there. Small classes of from sixteen to twenty are usual, and the "tasks" are assigned for each member in the class. All who are prepared alike begin at the same "task." If a boy has but one day in the week in which to do his work, he can come in and work at his task. When he has finished that, he will go on to the next task. Beside him in the room are men who are perhaps working every day, learning a trade in the trade school. These men, of course, have many more tasks completed than the part-time student but are under the same teacher. One man may be working at task number 3, another at task number 20, another at task number 60, but sixteen of these men constitute one class under one teacher. It is a question of individual ability and the tasks completed rather than a question of a certain amount of time put to advance a grade. The whole thing adds to the simplicity and economy of management.

Teachers.

Another great element in the success of this work is the kind of teachers employed. Every means has been used to get the right kind of teachers. Every means has been used to get the right kind of teachers. Very wisely indeed the Germans have paid the teachers in this work higher wages than for similar grades in the other schools; they have laid the stress and emphasis upon this work. In almost every place one sees men teaching in these schools who are really artists in their work. The committees of manufacturers and employers see to it that this is the case. Special inducements have been held out for good workmen. Private rooms have been furnished in the schools where they can carry on their researches; every man has a studio. Recently special schools for teachers in industrial teaching hace been founded, where men and women are specially trained.

THE HILLSVILLE TRAGEDY—AN EDUCATIONAL PROBLEM.

By W. E. Eller.

The vast and undeveloped territory in this State and in Virginia and the large numbers of ignorant and ill-trained people who live in that territory, lying as it does to the west along the line between the two States, ought to furnish sufficient proof to those who know the conditions that something should have been done many years ago to prevent evils which are to-day shocking the enlightened public mind with such horrible results as the shooting of United States deputies and the awful Hillsville tragedy.

As men of finer and better directed minds and more civilized souls, I fear that we sometimes content ourselves too much by desiring to see such brutal men as the Allens destroyed in the same bloody way they took to free themselves from what undoubtedly seemed to them oppression. Unless we can sometimes succeed in putting aside our feeling of repulsion and actual hatred for men who commit such awful deeds of blood, we shall find ourselves inevitably enmeshed in enmities which will pervert our ideas of true justice, and lead us to punish the effect rather than cure the cause.

The Government at Fault.

I make no plea for the murderers, and I do not hesitate to condemn their deed as one deserving the very highest degree of punishment provided by the law; but I see, in this crime and other crimes being committed by people living in the same country, not alone the guilt of the "moonshiner" and the wickedness of the slayers of good men, but I see in them also the fault of the governments of two great States in not bringing the country and the people, which they now look upon with horror, into vital connection with the developing parts of the States. Some may say it is unreasonable to expect a State to expend its revenues trying to increase the welfare of those who are not helping themselves; but such men who reason thus about these matters only succeed in quoting a long used and unjustifiable proverb, and they make their own eyes blind to the real truth that lies deeper in human life than the mere popular surface.

Years ago the State of North Carolina and the State of Virginia ought to have opened up these backwoods counties by sending into them the rail-

road and the well organized school. The railroad to connect them with more highly advanced civilizations and the school to aid them in keeping up with the progress of the world. The light of knowledge ought to have been burning brigthly in every village and fastness of the even yet wild land of the mountains. The term "poor mountain white" has become a reproach. They need most to be connected with the great throbbing world beyond them and to feel the force of a growing civilization. I do desire that our own State at least give more time and attention to the people who on account of their isolation cannot help themselves. I say they cannot help themselves, because they really **cannot** build their own schools and construct their own railroads. They, as a rule, are good livers, but they have little money to expend upon these things; and unless others help them, the mountaineers will go on as they are now going, and I even fear that a down-grade pace might really follow the laws for bodies traveling over inclines, and that the present rate may increase rapidly.

It is Time to Learn a Lesson.

I make an appeal to all good men everywhere to judge this condition in the light of facts of history, and then return their verdict as they feel they ought to return it, and if they decide that even our beloved State has taken the proper attitude towards the mountain counties and the "mountaineers," I shall be content to agree that my case is lost. But while you consider such grave questions, men of high sense and honor, do not forget that you are passing judgment upon men who have never received anything further from the State which ought to belong to all than a mere existing place, and they have never been taught to hope for anything else, unless perchance it be that they desire six feet by four of her soil, under which at last to cover their heads forever. Give and it shall be given, but I am inclined to think that if you take away these smaller favors which you might easily grant, something much more precious is likely to be taken away from you in return—even it may be that the fine red blood of your best citizens shall be spilt at the hands of men who have become brutes through your neglect.

THE RECENT HISTORY OF CITY SCHOOL SYSTEMS.

(Continued from page 11.)

educational endeavor that have been uppermost of late in the minds of our educational authorities.

The decade has been marked by the extension of the school system to include various special activities, such as those of social and recreation centers, playgrounds, school gardens, baths, school lunch rooms, and saving banks operated by pupils in school, all of which seem destined to render the school more serviceable to the people.

Within the decade some movements of still larger significance have made notable headway. Perhaps the most important of these has appeared in the demand for vocational training. Within the past decade the emphasis in manual training has shifted from the cultural to the vocational aim, and now many school systems offer training which looks directly to a vocation in the industries. In addition to this industrial training, commercial courses and courses in domestic economy for girls have grown in popularity and are now widely offered in public schools.

Speaking in the most general terms, it may be said that a widening of the range of school activities, greater variation within that wider range, a closer touch with the actuality of industrial and civic interests, more expert and professional direction, with greater insistence on the moral aims that arise along with tendencies such as these, have been characteristic of these earlier years of the twentieth century.

ILLITERATES.

In this country there are 53 illiterates out of 1,000 white people; in Germany there are only 4. The Germans are said to go to school 2 1-2 days to our one. There the school boards and heads of schools are all graduates, but with us a man does not have to be educated to run the schools. Over there, 50 per cent of the pupils complete the eight grades, 76 per cent the seven grades, and 94 per cent the six grades. In this country these corresponding numbers are 31, 42, 58. It is said Germany's advanced position in education is due to the fact that the salary is large in proportion to the cost of living, and men will consequently choose teaching as a profession.—American Education.

BREATHING.

Another Composition.

The following is a copy of a composition on "Breathing," written by a boy in a Yorkshire school:

"Breath is made of air. If it wasn't for our breath, we should die when we slept. Our breath keeps the life a-going through our nose when we sleep. Boys that stay in a room all day should not breathe. They should wait till they get outdoors. Boys in a room make carbonicide. Carbonicide is poisoner than mad dogs. A heap of soldiers was in a black hole in India, and a carbonicide got in and killed nearly every one afore the morning. Girls kill the breath with corsets that squeezes the diagram. Girls can't run or holler like boys because their diagram is squeezed too much."—Children's Answers.

NOT FOND OF THE RACE TRACK.

Among the questions given by a county superintendent was the following example in arithmetic "If a horse can run a mile in one minute fifty seconds and another a mile in two minutes, how far would the first horse be ahead in a race of two miles?

A very prim teacher returned the question with this attached : "I will have nothing to do with horse racing."—American Education.

The great thing is to teach thoroughly, to make the boy get everything there is out of what he is studying. The subject is not so important as the way and the spirit. Whether it is book teaching or manual training makes little difference as far as the essentials of education are concerned. I know many men who have no book education who can think straight. A boy working in a carpenter shop can be made to think and speak and write well without books. I know many much-read people who cannot think straight.—Prof. Giddings.

Every reader who sends us a contribution of 25 cents or more for the Aycock Monument Fund will receive free a handsome engraved portrait of Governor Aycock suitable for framing. Send to W. F. Marshall, Publisher, Raleigh, N. C.

State School News

Superintendents Meet in Durham.

The District Superintendents met in Durham March 27, 28, 29. All the counties of this district were present except four. The first session of the Conference was devoted to a discussion of Supervision and Administration. On Thursday morning the school men visited the city High School and the Morehead Grammar School, where a special fourth grade geography lesson was conducted by Miss Elise Mims for the benefit of the teachers and superintendents present.

One of the most notable features of this District Association was the interest aroused to secure the active co-operation of the school committeemen. Twelve counties have already organized the committeemen. The following topics for discussion by the committeemen were submitted by Mr. Brogden:

1. What definite qualifications and what definite things have you a right, as a school committeeman, to expect of the teacher in your district this session?

2. Along what definite lines has the teacher in your district a right to expect your active co-operation as a school committeeman?

3. What definite benefits have been gained for the children of your district, as well as the community at large, through the voting of local tax?

4. What definite benefits have been gained for the children of your district, as well as the community at large, through the consolidation of the small one-teacher schools into a school with two or more teachers?

5. Along what definite lines can you, as a school committeeman, labor to improve the educational opportunities and advantages of the children of your district, as well as your county at large?

Conference on Rural Libraries.

The last Conference was devoted to a discussion of the rural libraries. The following questions were considered and sent home with the superintendents:

1. In what condition are the rural libraries and library cases in your county

2. What per cent of the books are lost or misplaced.

3. What care is taken of the books during the vacation?

4. What books in the library are the children reading? Is it feasible for the teachers to make reports on the number and titles of books read?

5. What stimulus is being put forth to encourage the children to read?

6. Does the teacher read the books of the library?

7. Does the teacher use the library to supplement and arouse interest in the regular work of the school?

8. Have you read a large number of the library books? In your visitation of schools do you ever seek to interest the pupils in some good book in the library?

9. Do you make suggestions to the teacher as to how she may use the library to better advantage?

10. What do you think of a Pupils' Reading Circle? Of a Friday Afternoon Round-table for the discussion of books by the pupils?

11. Are you trying to extend the number of original and supplemental libraries in your county? By what methods are you seeking to do this?

12. What use can be made of Miss Leatherman's bulletin on "The School Library and How to Use It?"

13. Should the library have any place on the program of the County Teachers' Association.

An Educational Platform.

One of the company had said a hard thing about a certain candidate when a friend of the candidate replied: "He has the best platform ever offered to the people." "Yes," returned the critics, "but he so completely occupies it himself that there is not even standing room left for any one else." Of course, that didn't end the controversy, but it furnished the beginning of this little sermon.

Who has not seen in the arena of education the individual who builds an education platform for all the people and then occupies it al himself? Just as soon as the people begin to climb on his platform he feels crowded and proceeds to build him another one where he can stand alone. Sometimes he is a most useful person, opening up a new line of endeavor for more practical minds to work out. His very selfish intensity and enthusiasm often breaks down barriers to progress which repel the more timid. Sometimes, however, he makes his cause ridiculous by jumping from one platform to another and railing out at the people because they cannot get on and off as fast as he can.

We need leaders in education and need their platforms of progress, but their platforms must be broad enough for the leader and his followers to stand on and the leader must not become possessed of the conviction that all those who do not happen to find room on his platform are enemies of educational progress.—F. G. Blair, in School News.

What Has Been Done in Stantonsburg School.

The present administration began its work September, 1910, by having the walks lifted out of pools of water, having many loads of sand dumped into them. The children have been able to reach the school building with dry feet from the very first day of school. They have been called to school day by day by a large well-sounding bell replacing a makeshift farm bell wired between two posts on the front porch. Before school opened last year a large bell was placed in the belfry, whnce it could be heard from far and near.

During the year the walk, semi-circular in shape, in front of the building was made, having entrances at either side of the yard. The interior of the semi-circle was sown down in lawn grass, with a large bed of hyacinths, crocuses and tulips in center. On the outer edge of the lawn is a privet hedge extending around the central mound. One thousand pounds of commercial fertilizer has been broadcast on the lawn, thanks to the kindness of the Wilson Cotton Seed Oil Company. Besides fifteen loads of stable manure, donated by the citizens partly, and bought by the Betterment Society, has been spread over it.

The playground was removed from the front to the rear of the building where we have a good ball diamond, and ground for the boys and girls to exercise themselves.

An open well was cleaned out, covered, and a pump put in and made sanitary by building up a mound around to force off the surface water.

From the very beginning of school we've had a Betterment Association, with Mrs. A. Overman, teacher of the Primary Department, as its efficient secretary. Mrs. Overman reports something like $250 handled during the two years. This money was raised by entertainments given by the school during the year. The association has paid for the bell, twelve roller shades, an eloquent upright piano, the flowers for the year, the oil for the floor, the privet hedge, and many other minor things. Pictures have been added to the rooms by the principal and Master Haywood Exum.

Eight supurb maps on spring rollers and a twelve-inch swinging globe have been added, with patent desks. Hyperpoplate blackboards extend around all the rooms. These we put in last year.

This year before the school opened the principal put the building in a sanitary condition and oiled the floors. The Brotherhood of Red Men and Modern Woodmen have had en-

tertainments by the assistance of the school in the school building.

The Betterment Association has large ideas and plans still in store for the grounds, rooms and general appearances. They are backed by a public-spirited committed and community, who wish to see their school not only the best school in the county, but the most attractive in appearance. Diligence is rewarded with success, they know. May their vision and dream be fully realized in the near future. W. J. SLOAN, Principal.

Stantonsburg High School Program.

Thursday Evening, 7:30 O'clock.

Song—"If"—Boys.
Play — "Flower Play" — Primary Class.
Tableaux—"Tea Party."
Recitation—Nellie Strickland.
Song—"Snow Brigade"—Boys.
Oration—"In Memoriam"—D. E. Beaman.
Tableaux—"Flower Faces."
Song—"Rainy Day"—Girls.
Tableaux—"His First Shave."
Song—"Three Little Maids."
"Play—"Children of All Nations."
Song—"At Parting."—Miss Cox.
Recitation—"Karl, the Martyr"—Truett Thompson.
Play—"Masonic Ring.

Friday Evening, 7:30 O'clock.

Chorus—"Fondly We Greet You"—High School Class.
Recitation—"College Oil Cans"—Irene Summerlin.
Song—"The Sailor and the Whale"—Little Girls.
Dialogue—"Whose Turn Next?"
Song—"When Visitors Come to Our School."
Oration—"My Mother, My Country, My God"—Julian Crocker.
Song—"Shubert's Serenade"—Miss Cox.
Dialogue—"Which Will He Marry?"
Play—"Vampores of Chicago"—High School.
Medley—High School Boys and Girls.

The Virginia School Supply Company has opened an office at Raleigh in the new Biblical Recorder building and Mr. Bruce Lewis is the energetic representative in charge.

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To the Grammar School Teachers of North Carolina.

During the recent meeting of the North Carolina Teachers' Assembly, the Grammar school teachers in attendance organized an association by adopting a constitution and electing officers; Miss Irma Carraway of Raleigh as president, Miss Dora Dry of Albemarle as first vice-president; Mrs. Melville Jeffries, of Durham, as second vice-president; Miss Nell Armfield, of Statesville, as third vice-president; Miss Mamie Griffin, of Murphy, as secretary and treasurer. The need for an organization to promote the interests of the Grammar school teachers was strongly felt, and the large number of these teachers present joined enthusiastically in the movement.

Many of the leaders of the Teachers' Assembly have expressed great satisfaction in seeing this much felt need supplied and predict that our organization is to be an important factor in the cause of education in our State.

The first step in bringing this to pass is to enroll a full membership of the Grammar school teachers of North Carolina. All persons engaged in teaching classes above the third grade and below the high school, supervisors of this same work and teachers of pedagogy are eligible and become active members upon the payment of their regular fee to the teachers' Assembly. All who desire to join are requested to send their names to Miss Mamie Griffin, Secretary, of Murphy, N. C., later they pay their fee to Mr. Connor, Secretary, of North Carolina Teachers' Assembly.

We earnestly desire that in the county, towns or whatever local unit be best, there will be formed strong local organizations of the Grammar School Teachers. Let this be done as soon as possible to discuss your work and your needs, and to send written suggestions to the Executive Committee of the Grammar School Teachers' Association, it will be helpful to all who know what each locality is doing. We wish you to study our new constitution; any suggested amendments may be sent in writing any time this year to Miss Struthers of Grist, N. C. We also wish to have you suggest topics you think will be most helpful to be placed upon the program of our next meeting. Moreover we need you to suggest the lines of work which our association should undertake in order to be of the greatest benefit to its members. Now can't the Grammar School Teachers of your community organize to work on these problems before us, and make a definite report to Miss Griffin before school closes next spring? Every effort will be made to have a strong, attractive program for the Grammar school teachers, as the work of our Association during the next meeting of the N. C. Teachers' Assembly, making it worth while to join and attend our Association. THE SECRETARY.

Improvements in Winston Schools.

There has been unusual activity in Winston during the past year in the way of increasing the capacity of the buildings. Since the close of the school last May there have been built an eight-room primary school on West end school grounds, a twelve-room building with offices in place of old part of the North School, and now completing a twelve-room building in East Winston. The total cost of improvement and equipments is $75,000.

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North Carolinians Attending the Southern Education Conference at Nashville, Tenn.

The Conference for Education in the South was well attended. There were present Hon. J. Y. Joyner, President J. I. Foust, R. H. Wright, Henry Jerome Stockard, Howard Rondthaler and D. H. Hill; Professors M. C. S. Noble, N. W. Walker, E. C. Brooks and R. L. Flowers; Dr. J. A. Ferrell, Messrs. Clarence Poe, L. C. Brogden, I. O. Schaub and J. W. Thackston, Supt. D. F. Giles, Mrs. W. R. Hollowell, Mrs. Charles McKimmon and Miss Elizabeth Colton.

This was probably the greatest conference ever held in the South. The attendance far exceeded any other meeting. Interest in rural life was the central theme.

Raleigh Grammar Teachers.

A special meeting of the grammar grade teachers of the Raleigh city schools was held at the High School building for the purpose of organizing a local division of the North Carolina State Grammar School Teachers' Association. Mr. Harper was elected temporary chairman of the meeting. Miss Belle Fleming was elected president and Miss Bessie Sterrett secretary-treasurer of the Association; other officers to be elected at the next business meeting.

By invitation of the program committee, Dr. H. C. Chase, Chair of Pedagogy of the State University, was invited to address the teachers of the city schools at their egular meeting, Tuesday afternoon, April 9th. His subject for the afternoon was the Subnormal Pupil, a problem recogized as a serious one in graded school work. The lectures was intensely interesting to those present.

The Commencement of Wayne County.

April 4th was a great day in Goldsboro, for on this day the Second County Commencement was held.

The exercises in the open took place on the courthouse square. At 9:15 there was given a game of basketball to serve to draw the people together at the courthouse. This game was played by teams from the Goldsboro graded schools.

At 9:45 the children lined up by townships and marched through the streets, each township and school carrying its banner. This was a great procession, some 3,000 children taking part. One interesting feature in the procession was the banners inscribed "Corn Club" and "Tomato Club."

When the procession returned to the courthouse, the people assembled in front for the other exercises,

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which were begun with the singing of "The Old North State" by the great audience.

Speeches were made by Superintendent Atkinson and City Superintendent Avent, after which the speaker of the day, Gov. Kitchin, was presented and addressed the large audience.

At the close of the Governor's address, Col. Jos. E. Robinson, chairman of the County Board of Education, presented the graduating certificates to those who had completed the work of the seventh grade. There are about twenty yet to be awarded certificates, whose schools will close later. The following were given certificates:

Respes Herring, Grant School, New Hope Township.

J. A. Edgerton, Pinkney School, Great Swamp.

Clara Morris, Pinkney School, Great Swamp.

Lillie Holland, Pinkney School, Great Swamp.

Lola Potts, Salem, Great Swamp.

Sallie Rebecca Best, Best Scoool, Stony Creek.

Hinton Best, Best School, Stony Creek.

Lemly Bogette, Best School, Stony Creek.

Wilbur F. Best, Best School Stony Creek.

Herbert L. Best, Best School, Stony Creek.

Lillie May Boyette, Best School, Stony Creek.

Sarah Elizah Herring, Best School, Stony Creek.

Spencer Rackley, Best School, Stony Creek.

Maie Bell, Gurley School, Buck Swamp.

Luda Montague, Salem, Stony Creek.

Glenn Thompson, Cassey Chapel, New Hope.

Eugene Roberts, Roberts School, Brogden.

Samuel Casey, Jr., Roberts School, Brogden.

George B. Patrick, Roberts School, Brogden.

James C. Lewis, Holmes, Indian Springs.

Pearl Evans, Fora School, Nahunta Township.

Maud Yelverton, Fora School, Nahunta Township.

Glennie Pate, Patetown, Stony Creek.

At the conclusion of the presentation of certificates, Mrs. D. W. Davis, president of the Betterment Association, presented prizes as follows:

Highest average attendance, Pikeville, a twenty-dollar banner.

Greatest improvement in library, Pikeville, fifteen dollars.

Greatest improvement in house and grounds, Eureka, $10.

Fewest tardies, Buck Swamp, wall clock.

Best penmanship, a picture.

Greatest improvement inside house Seven Springs, picture.

Greatest improvement on grounds, Smith's Chapel, picture.

Best sanitary conditions, Seven Springs, $5.00.

Best essay on school sanitation, Miss Retha Flowers, Pikeville, $2.50.

Best average attendance of parents at local betterment associations, Thunder Swamp, nice oak table.

Greatest number visits by parents during term, Thunder Swamp, library chair.

Having most nearly every child of school age attending school, Rosewood, teacher's chair.

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Best township map of Wayne county, $1,00, Sallie Uzzell, Seven Springs.

After the delivery of prizes the people repaired to the tables by townships. And such a dinner! Everybody who reads this will wish he could have sampled it. It was spread on tables amounting to six hundred feet in length. There was plenty to eat and to spare. After dinner was over the people assembled in the Messenger Opera House to hear the recitations and declamations by the representatives from the grammar grades, one boy and one girl coming from each township.

Teachers and Superintendents

If you desire profitable summer work in the line of your profession, you can secure it by addressing A. E. Martin, Raleigh, N. C. (General Delivery). The work will be with the County Institutes and is sanctioned by such prominent educators as Dr. Johnson, Miss Haliburton, Prof. Bivins, Prof. Mathewson and others. Write at once and get details.

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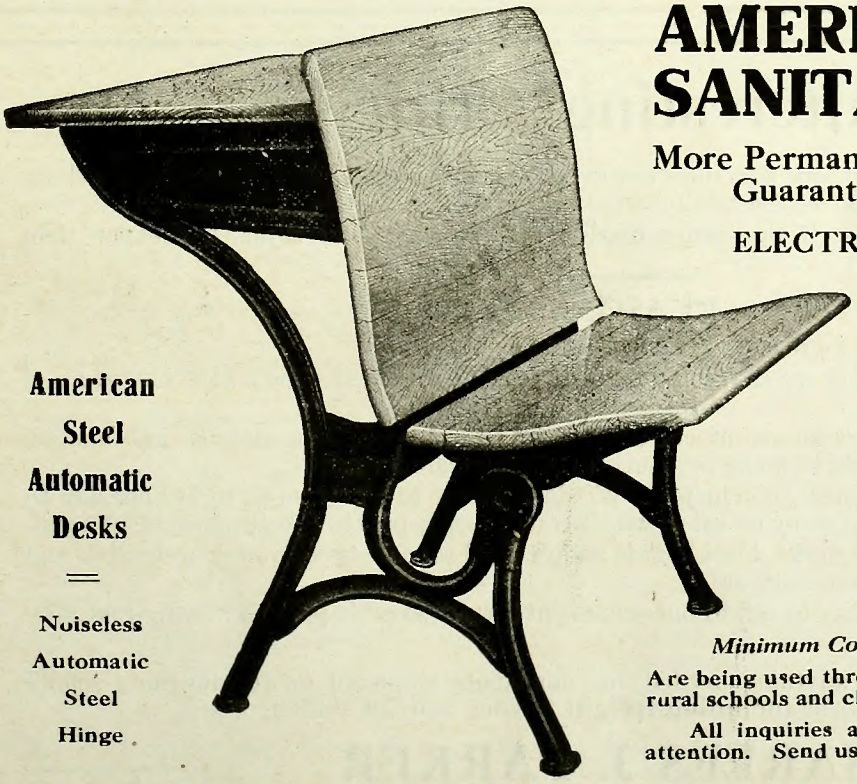

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JUNE, 1912

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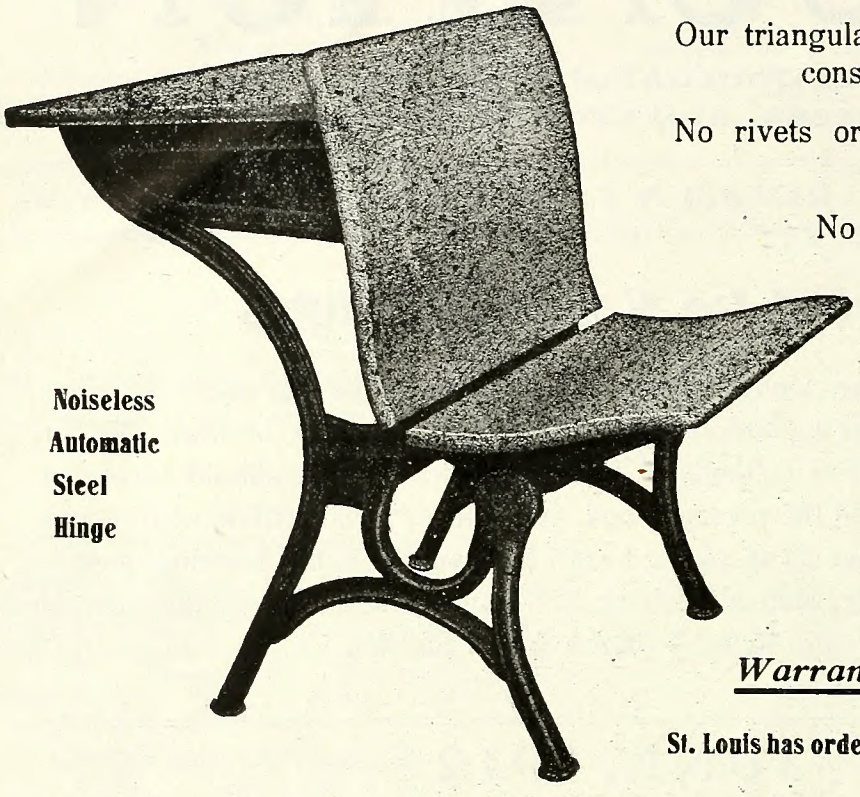

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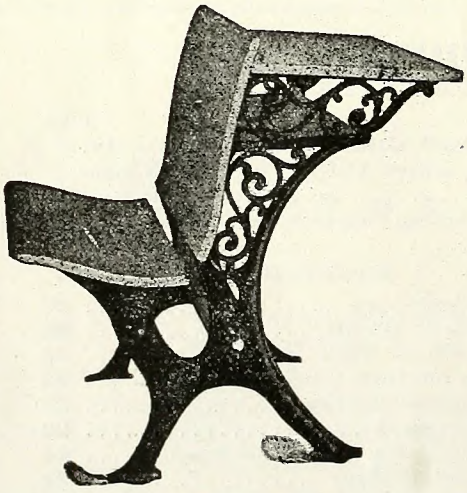

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1. **The Learning Process.**—(1) How to study; the purpose of the text-book; and the relation of text-book and the school to the life of the pupil. (2) Educational psychology and application of psychological principles to the learning process.

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3. **History of Education.**—(a) Pre-Christian and mediaeval education, with special emphasis on Hebrew, Greek, Roman, and mediaeval culture, and their relation to institutional life of the people. (b) Modern education with special emphasis on the purposes, aims, and methods of elementary and secondary schools. How religious, political, economic, and social changes produce changes in educational content. Educational theory and practice contrasted; comparison of aims and methods.

4. **Comparative Education.**—School systems in America and Europe compared, with special emphasis on the systems of the United States, England, Germany, and France.

5. **School Management.**—The school of to-day; arrangement of the course of study; the care of the child; formalism in education; the school-house and grounds; life in the school-room. **Three times a week.**

6. **History of Culture.**—This course will be given jointly by the Departments of History and Education. The aim is to study the principal intellectual movements from Plato to the nineteenth century, with special reference to political, social, and educational problems. Extended readings from sources, biographies, and criticisms.

7. **Aims and Methods in Education.**—This course is primarily for teachers of Durham and adjoining counties. **Recitations are conducted only on Saturdays.**

No tuition. Room rent reasonable. For further information, apply to

R. L. FLOWERS, Secretary,
Trinity College, Durham, N. C.

THE COUNTY INSTITUTES FOR THE SUMMER OF 1912

By J.A. Bivins, State Supervisor of Teacher Training.

New Conditions.

The institutes this summer will embrace three classes of teachers who will be required by law to attend either an institute or a well-accredited summer school.

(1) Rural teachers.
(2) Graded school teachers.
(3) High school principals.

There will be two classes of rural school teachers —those who have attended an institute before and have had some experience in teaching, and those who are becoming teachers for the first time and are practically without any professional training. All of the graded school teachers may be presumed to have had more or less professional training. It would be manifestly foolish to require all of these classes of teachers to receive the same instruction in the institutes. The following plan will therefore be put into execution to meet the needs of the situation:

(1) To have a joint morning session, at which general topics of interest to all teachers will be treated.

(2) To have sectional meetings in the afternoon devoted to the needs of the various classes of teachers represented and taking into account their previous professional training and experience.

The morning sessions will consider such questions as keeping the register; gradation, classification and promotion; school and class management; relation of school to community; the Reading Circle for 1912-1913; a daily lesson taken from McMurry's "How to Study," or, Colgrove's, "The Teacher and the School," with concrete illustration in the form of a recitation conducted with a class of children or with the teachers present; the school library and how to use it; general discussions on Spelling, Drawing, and Nature Study, etc.

One section of the afternoon meetings will be devoted to the new and inexperienced teachers on the subjects of phonics, primary rading, language, number, seat work,—in other words, general primary methods.

In another section will be considered the teaching of the new text-books on geography, language, history, and arithmetic.

If a sufficient number of high school men be present, still another section will be devoted to a consideration of the peculiar problems pertaining to their work.

Local Talent.

In almost all of the counties where institutes are to be held there is much valuable local talent that could be made use of in the institutes. There are teachers to be found who can do one or more things exceedingly well. It should be the purpose of the conductor, with the help and advice of the County Superintendent, to discover and make use of all good material that is available. Some institute conductors have been doing this regularly, and always to the increased interest and profit of the institute. By this method not only is a fresh viewpoint introduced, but a fresh voice and personality as well, and under conditions where tired nerves are sometimes almost ready to cry aloud for change. Then, too, the modifications in the institute plan above referred to necessarily demand more work of the conductors, a part of which they might wisely delegate to others. Furthermore, this would be a good plan for developing new institute workers. It is the idea to recruit the ranks of institute conductors, as far as possible, from those teachers who are most directly and vitally in touch with rural conditions. A teacher who has "made good" as a rural teacher is the logical one to instruct others of that class.

Subjects to Be Emphasized.

As above indicated, the new text-books will receive especial consideration, both in the primary and intermediate sections. Dodge's geographies need close attention, for the subject of geography is poorly taught as a rule. Then there are the new books on drawing and writing which teachers **must learn** to teach. The day for temporizing with these subjects has passed. The time is rapidly coming when the teacher who does not know how to draw will find herself without a position. Nature study as related to agriculture is another subject of increasing importance, involving, as it does, the simple study of soils, birds, insects, brooks basins, trees, weather conditions, plant diseases, etc. The adopted textbook on agriculture, the geographies, the new Reading Circle book, entitled "Checking the Waste," and Government bulletins, all contain helpful material and suggestions for this kind of nature study. Considerable attention will also be paid to the teaching of language and grammar, especially in their practical applications. Furthermore, some period of State or National history will be presented in its entirety, illustrating, as it will, all phases of history teaching.

Certificates of Attendance.

These were introduced last year for the first time. They are signed by the County Superintendent and the institute conductor, and will be honored by any superintendent of any county. They are given only to those teachers that **comply with the law** regarding attendance at institutes and summer schools. If a teacher attends a well-accredited summer school in lieu of an institute, a similar certificate attesting that fact will be given to that teacher. In other words, no teacher may hope to get a position in the public schools of North Carolina who does not present a properly attested certificate of attendance upon an institute or summer school. This applies to new teachers as well as to old.

Manuals.

Two manuals will be distributed from the central office for use in the institutes. One is a bulletin containing a selection of songs suitable for opening exercises; the other is a pamphlet containing a separate program for each day's work, with suggestions for carrying out the same.

Conference of Conductors.

Every well-conducted enterprise or movement depends for its success upon the calling of its leaders together for consultation. So far as the institutes are concerned, the conferences held in Raleigh in 1910 and 1911 have fully justified the truth of this statement. Another conference will be held here June 11th to 14th in the auditorium of the High School. Plans are being devised for making this an unusually helpful conference. It will open promptly at 10 o'clock on Tuesday morning, June 11th. All of the institute workers will be required to attend, or they cannot be given work in the institutes.

THE TEACHERS' READING COURSE FOR 1912-1913

By J. A. Bivins, Supervisor of Teacher Training.

Since the Reading Course for the previous years has been confined almost entirely to books of a purely professional character, some change has been thought advisable for the ensuing year. Consequently two books of a non-professional and informational nature are hereby announced.

Checking the Waste. A Study in Conservation. Gregory. Bobb's Merrill & Company.

As the study of geography will receive great emphasis during the institutes and teachers' associations of the coming school year, this book will prove timely and helpful. The publishers explain the scope and purpose of the book as follows:

> "The great theme of conservation is here shown to be not merely a problem for the Federal and State Governments, public service corporations, mine owners and lumber companies, but one in which every citizen has a share of individual responsibility.
>
> "The whole problem of the conservation of our national resources and material wealth is treated in a manner interesting, logical, and authentic. The value and waste, the use and misuse of soils, minerals, forests, water, fuels, animal foods, birds, and beauty of landscape are dealt with so simply that the general reader may understand, and so thoroughly that the scientist may be instructed. There are chapters devoted to the subjects of health, orchards, and insects.
>
> "Every statement has been verified by Government reports and scientific societies. Many of the illustrations were made especially for the book by the United States Forest Service."

Americans have been waiting for just such a book, and it has appeared none too soon. We have been making such wholesale slaughter of our natural resources that we are at last waking up to the fact that unless we conserve them we will lose them. Untold good will result from the judicious reading of this book by the teachers, provided they will acquaint the pupils of the facts and truths therein presented. The chapters on insects and birds are excedingly vital to country dwellers, while that on health is of interest to all. It is a good book to place in the hands of any intelligent American citizen.

Story of Cotton. E. C. Brooks. Rand, McNally & Company.

This book was placed on the "suggested reading" list last year, but is elevated to the forefront this year on account of its intrinsic worth to North Carolina teachers. The author is a North Carolina teacher, and the book tells in a most entertaining and instructive way the story of our great staple product. No teacher can properly understand the history or geography of the South without becoming acquainted with the Story of Cotton.

Reading in Public Schools. Briggs and Coffman. Row, Peterson & Company.

This book was also placed on the list of suggested titles last year. A number of teachers purchased the book and read it with delight and profit. Several city superintendents have required their teachers to read it, and it has been made the basis of some lively work in reading in teachers' meetings. In fact, this book is one of the best that have appeared on the subject. We want our rural teachers to become acquainted with it—hence we are placing it on the required list this year.

North Carolina Education.

Teachers who belong to the Reading Circle will be required, as heretofore, to become regular readers of this valuable educational journal. This journal has always aimed to be of immediate help to North Carolina teachers, and it has realized this aim more closely year by year. Articles will appear each month covering every phase of the Reading Circle work, while special reports will be given showing how the various teachers' associations are using the books of the Course in their programs. Other interesting features of these teachers' meetings will be reported. By this means a dissemination of the best educational ideas and practices will be effected, making our educational paper indispensable alike to the teacher and the County Superintendent.

Review.

It is expected that the teachers will keep in constant review Hamilton's "The Recitation," McMurry's "How to Study," and Colgrove's "The Teacher and the School." These books are too valuable to be cast aside after a mere cursory reading. The teacher should know them intimately. For various reasons too scant attention was paid them in the teachers' meetings. It would be a good idea to have the "model" lessons given in these meetings so planned as to illustrate the principles laid down in these books, especially in The Recitation and in How to Study. In other words, the review above-indicated should be as concrete as possible. For instance, how does a given recitation or lesson illustrate **Preparation**, or **Presentation**, or **Special Aims**, or **Supplementing the Thought of the Author**, or **Judging the Worth of Ideas**, or **Application**, or **How to Use Ideas?** The teacher should be as familiar with these terms and what they mean as with the multiplication table; and it is only by constant review and use that this can be accomplished.

Diplomas.

Those teachers who complete the course for the ensuing year and who have completed the course for the three years preceding will be entitled to a diploma from the State Department of Education. County Superintendents as well as teachers should keep this in mind. A bona fide list of the teachers deserving diplomas in any county will have to be sent by the County Superintendent to the Supervisor of Teacher-Training in Raleigh. Upon receipt of this list a diploma will be sent to each teacher signed by Mr. Joyner and the Supervisor of Teacher-Training with a blank left for the signature of the County Superintendent. The diplomas will be attractive in form and will be a certificate, to the owner, of a certain amount of professional training. Since professional training is getting to be so much in demand, the diplomas should be worth while to those who get them.

HOW TO TEACH THE ELEMENTS OF READING

By Logan Douglass Howell, Author of the Howell Readers.

The Two Meanings of the Work Reading.

The word **reading** has two meanings in our language; and this fact has led to confusion in the understanding of the word, and to some absurdities in the teaching of this art. **Reading** may mean the calling of written words, without regard to their meaning. For example, all persons that can read these pages, if called upon to pronounce **quim**, would utter the same sound; they would all **read** that combination of letters in the same way, though it would not convey the least idea to any. The word **reading** is used also to mean getting the thought from a written page; it is used to mean the study of literature.

Now, it is unfortunate that the word has these two meanings, because the two things are entirely different, and have no necessary connection. We can study literature without knowing a letter; literature, in fact, existed before letters: Homer never wrote his poems; he sang them. And just as we may study literature without reading it, so we may read literature without getting one thought from the page. It is said that Milton's daughters used to read to their father after his blindness in languages they did not understand; but Milton understood it when they called the words. Thus, according to one definition, the daughters were reading, because they were calling the words; but according to the other definition, they were not reading, because they were getting no thought.

It is, therefore, necessary at the beginning of the discussion of the teaching of reading, to make it clearly known just what we mean by this word. Because this is not always done, much of the discussion of the teaching of beginners is wasted, the writer often confusing the two meanings of the word, using it first in one sense, then in another.

We all agree that the ultimate aim, the chief, if not the only, object in learning to read, is the power to get thought from the written page. There is no particular advantage in being able to pronounce combinations like **quim** that have no thought in them; and not many of us shall ever read to a blind man in languages we do not understand. This consideration has led many teachers of late to plunge beginners immediately into what they term "literature," before the children have mastered the art of calling written words. This is just as reasonable as it would be of a piano teacher to plunge his beginners immediately into Chopin's Nocturnes, because nobody wishes to study music for the sake of playing five-finger exercises.

Teach Literature and Elementary Reading Separately.

The trouble with such teachers is, they confuse the two meanings of the word **reading**. By all means, teach children literature; but it is not necessary to put them into a book for this: tell them stories; let them memorize poems; give them all the good literature you can; but do not think it necessary to introduce this into their study of the mechanics of the calling of written words. Music includes singing; and it is closely allied to poetry and dancing; yet a piano teacher would not think of making these a part of his recitation with a beginner at the piano. Before a beginner can do finished work in any art, he must first master the elements of that art, be it music, reading, or what not.

This, then, is the only meaning of the word **reading** that we have to do with in the case of a beginner: the mastering of the elements of the mechanical art of calling written words. This is the meaning that I shall confine myself to in this discussion. But it is not fair to assume that I undervalue the study of literature because I am going to discuss something else. I believe in many things for children that I am not going to discuss here; such as good manners, morality, habits of cleanliness, healthful play, as well as literature. But just at present I am considering only the right way to teach them the elements of the art of reading.

What Are the Elements of Reading?

What are these elements? Besides picture-writing, there are, in general, two ways of representing our thoughts by writing: one of these, the oldest, is by means of characters that stand for ideas. The Chinese and the Japanese still use this method. This character 人, stands for the idea **man** in both those written languages. I do not know what the Chinese word for **man** is, and it is not necessary to know; but that character stands for the idea. To an Englishman it means **man**; to a German, **Mann**; to a Frenchman, **homme**. We have some such characters in English, such as &, %, $, and the digits, 1, 2, 3, etc. Such characters are called ideograms, or ideographs, because they are writings that stand for ideas. The expression, 2+3=5, can be read by an educated German or Frenchman, though he may not know a word of any language but his own; because the Germans and the French use these characters to express the same ideas as we do.

But the great bulk of our written language is expressed in characters that stand not for ideas, but for sounds. What idea do these characters convey: **n, m, a**? What idea did you get when you read **quim?** Our letters stand not for ideas, but for sounds of speech. Even when combined into the sounds that represent words, they still stand not for ideas, but for sounds of speech. If a person does not know what the English word **man** means, he will get no idea from those letters; he may get the sound, because that is what the letters stand for. It is important to dwell upon this point, for, simple as it is, the fact is not universally recognized; certainly it is far from being universally acted upon. A recent writer, on the teaching of beginners, says: "Teach the child to recognize the **symbols for the ideas** he already possesses." A few lines below he insists: "The printed symbol must suggest an idea." Now this would be true, if we were tecahing Chinese; it is true when we teach such mathematical characters as +, —, =, 1, 2, 3, etc. But it is not true when we teach words represented by letters. If the characters, **man, stood** for an idea, then **man, manual, mansion,** would have a common idea. But we know that they have no idea in common; why, then, have they three characters in common? Because they have a common syllable when spoken, a syllable made up of the three sounds represented by the

three characters: **m, a, n.** It is a question of sound entirely; thought has nothing to do with it.

Teach Ideas Before Symbols.

A clear knowledge of what the art of reading is, and of what the characters we use stand for, suggests the proper way to teach this art. The rule holds good here that holds good in teaching anything else: Teach an idea before teaching the symbol that represents the idea. No teacher would try to make children learn the characters, 9, 10, 11, 12, 13, etc., before the children knew what is meant by the numbers that these characters stand for. She would first teach them to count, to select nine objects, to draw nine, ten, or eleven pictures, etc.; in other words, **by practice with things,** to learn those numbers. **After** they had gained this knowledge (not before, nor while they are acquiring it) she would teach them the symbols that stand for **nine, ten, eleven,** etc. Then the symbols would mean something to the children.

Teach the Elementary Sounds Before the Letters.

So in teaching the art of reading: Teach **first** the things that our written characters stand for. Do not try to teach the symbol and the thing at the same time; and, above all, do not try to teach the symbol **before** the child knows the thing it stands for. When a child comes to school, he already uses and knows the meaning of several hundred words. But he does not know that nearly all these words are composed of two or more sounds; he has never thought about it; it was many centuries before the human race ever thought of it. But it is upon the knowledge of this fact that our written language is based. What should the teacher do first? Show him a lot of characters that represent concepts that have never entered his head? Manifestly not. The first thing is to teach him those sounds that our characters stand for. Let the symbols absolutely alone.

How are these elementary sounds to be taught? Herbert Spencer's dictum that the genesis of knowledge in the individual should follow the genesis of knowledge in the race, holds good here, and suggests the teacher's method of procedure. There was a time when there was no alphabet. How was it ever invented? Some man discovered that most of the words he used were composed of two or more sounds; and by analyzing words, he discovered that the same sounds were used over and over again in many words. So he invented characters to represent these sounds, and he taught others the elementary sounds, and the characters he had made to represent them. This is the method the teacher should follow.

Ear Training—First Step.

First train the child to recognize the elementary sounds of the words he uses. There may be different devices for doing this, but the general method must be the same. Do not, as one teacher fancied, teach disconnected elementary sounds, as a, b, c, etc. (meaning by this, not the name, but the sound of each letter). But take spoken words, and separate them into their component sounds. It is better to begin with the names of things near to the child. For example, ask him: "Where is your n-o-se?" (separating the word into its three sounds. Do not call the names of the letters). Most likely at first he will not understand what you mean. Repeat the process a little more quickly; in fact, simply pronounce the word **nose** rather long drawn out. He will reply to your question by putting his finger on his nose; but make him also pronounce the word. Ask him, "Where are your **t-o-es**?" And repeat, if necessary, till he recognizes the word. Similarly ask him about his **m-ou-th** (three sounds), his **t-ee-th** three sounds), **ch-i-n, ch-ee-k,** etc. Ask him to show you something **bl-ue, bl-a-ck, r-e-d,** etc. Ask him to show you a **b-oy,** a **g-ir-l,** a **b-oo-k,** etc.

Children soon get the hang of this; and then they should be drilled on any words of one syllable that they know. The teacher may use the lists in the Howell Primer, or make lists of her own; riming lists, such as **m-a-n, c-a-n, p-a-n, f-a-n,** etc. It makes no difference how these words are spelled, because it is the sounds, not the spelling, that we are dealing with; the words **b-i-te, n-igh-t, h-eigh-t,** have each only three sounds, and one can be recognized as easily as another, when sounded to a child.

Ear Training—Second Step.

After the child can pronounce any word sounded to him, the next step is for him to separate into elementary sounds words spoken to him by the teacher. Experience has shown that in beginning this it is better to take words of two sounds, ending in a long vowel sound, such as: **Joe, no, go, so, toe, my, pie, tie, high, by, may, day, say, he, me, she, the, we,** etc. (Note that each of these words has only two sounds.) For example, pronounce the word **Joe** in the ordinary way, and ask the child to spell it. (By "spell" I mean give the sounds of; but I use the word "spell" with the children.) This step is a little more difficult than the first, and the child may hesitate before giving the sounds properly; the teacher should aid him by pronouncing the word a little more slowly, until he recognizes the elementary sounds, and gives them properly. Drill on many words, using riming lists, until this act becomes easy to the learner.

The Second Advance in Teaching Reading.

The first advance in teaching reading is ear training, divided into two distinct processes. The second advance is something more difficult; it is, learning the symbols that stand for these elementary sounds the child has been using. Up to this point, no book has been used by the child, no letter, no written word has been shown him. The ear alone has been trained, not the eye. The work thus far has been to build up sound-concepts, the things that our written characters stand for; just as we would build up number-concepts, before showing the digits that represent numbers.

The thing to do now, is for the child to learn to associate a certain sound with a certain letter. Of course, we know that in English the phonic values of most of the letters are not constant; in fact, only three never vary—**j, q,** and **v.** The letter **a,** for instance, is used for a different purpose in each of the following words: **cat, lady, bathe, water, goat.** What sound of each letter shall we teach first? Since we are going to teach monosyllables first, we should teach first the sound of each letter that is most common in monosyllabic words. These are the first sounds given in the Howell Primer. For the vowels, it is the short sound, as in **cat, bed, sit, top, gun.** Use at first only words with these sounds of the vowels; use only words with the hard sound of **c** as in **cat,** and of **g** as in **gun;** and in the case of every letter use only one sound of it in the written words until

the beginner learns that sound. Then introduce the other sounds one at a time, giving sufficient practice on it for the child to learn it. This is what the Howell Primer does.

A Device for Associating the Sound With the Letter.

But to associate this first sound with the written letter, a good device is this: Take the name of some child in the class; for example, **Tom**. Ask the children to spell **Tom**; they willgive you the three sounds, **T-o-m** (not the names of the letters). Then ask them, "What is the first sound in Tom's name?" They will give the sound of **t**. Then tell them: "This is the way we write that." And make the letter **T** on the board. Let the children call that Tom's letter. The association of it with a boy's name will help them to remember the sound. In the same way teach the other letters first given in the Howell Primer (R, S, B, D, G, H, M, N, A, I, O). **R** may stand for Robert, Rachel, etc.; **S**, for Sam, Sally, etc. Of course the name of the child must begin with the same sound as is first used in the Howell Primer; it will not do to let **G** be George's letter, or **A**, Arthur's; because the sounds are not the first used. **G** may be Gus's letter; **A** may be Annie's, etc. Let these letters remain on the board for several days. The children will remember, by the position on the board, what name each letter stands for, and from this knowledge they can recall its sound. Teach the small letters by placing them on the board, each beside its capital. Have the children write these letters, from the board, and from memory. For example, with the letters on the board covered, ask them, "What is Tom's letter?" They will say "**t**" (giving, of course, the sound). Tell them, "Write **T**") the teacher giving the sound, not the name of the letter).

Writing Should Precede Reading.

But it will not follow that children can read words as soon as they know the sound of each letter; to combine the sounds represented by **T-o-m**, for example, into the one word **Tom**, is a more difficult achievement than to give each sound separately; the next easiest step is not the reading of words, but the writing of words. This may sound paradoxical, but it is true: it is also true in any other similar art; the beginner at telegraphy can send a message more easily than he can receive one. I strongly advise that before children are put to reading written words, they write words. By this I do not mean copying written words, but writing words dictated to them by the teacher.

How to Start a Class in Written Words.

For example, suppose they know the sounds of the first twelve letters in the Howell Primer; they can write any one of these letters when the teacher sounds it to them. Then I would send a section of about a dozen to the blackboard, and dictate a few words to them, a riming list to write. Take the words in the Primer: **at, bat, rat, hat, Nat, mat, sat.** Of course, dictate them one at a time, and see that each child has written it correctly before dictating the next word. I would have these words written in a column. The teacher must help those that find trouble in doing this. But she must not write the word for them. This is the way she should give help: Suppose the teacher has dictated the word **bat**, and she finds one child has written it **hat**. She tells him that word is wrong; she asks him to spell it. He can do this, and he gives the sounds **b-a-t.** Then the teacher asks, "What letter does it begin with?" The child says "**b.**" "Whose letter is that?" "Billy's," or "Bob's," or "Betty's," as the case may be, replies the child. "Look at the board," says the teacher, "and see Billy's letter." The child looks, and changes his **h** to **b**.

When the words are all written, have each child read his list. If you have never taught children this way, you will be surprised to see that some of them cannot read the words they themselves have just written. But it is really not surprising; reading, as I have said, is more difficult than writing. The child, in concentrating his mind on the individual letters, loses the force of them combined into a word. Often the child next to him, who is not looking at the board, will pronounce the word. The explanation is simple: the child trying to read, is using his eyes, and trying to associate a sound with each of the three characters he sees; the child next to him, is not using his eyes; he is merely using his ears, and he has had drill enough to know at once any word that he hears sounded.

The Time for Patience in Phonic Teaching.

The only difficulty in teaching by the phonic method is right here at the beginning of trying to associate written characters with spoken sounds. But the rule for the teacher is, Make haste slowly. Give the children time to get the hang of this thing. But if they are not rushed by the teacher; if they are given time to work out this new problem, it will not be long before they will get this power of calling the sounds that the characters stand for; and once it becomes fairly automatic with a few letters, they will have no more trouble. By the time they get half-way through the Howell Primer, and come, say, to the letter J on page 60, all the teacher will have to do, will be to show them the character that stands for the j-sound, and the children can write all the words in that first column from dictation, without having previously seen them; and they will be able to read them also.

The Best Results in an Alphabetic Language Are Laid Upon a Phonic Foundation.

The fault of many teachers that try the phonic method, is, they are in too great a hurry to get what they call "results." If the result we are working for with beginners is to make them independent readers, the phonic method gives the quickest results. It takes time to train the ear to recognize the word from its elementary sounds; and it takes time to make the association between written characters and spoken words automatic. But this is the necessary foundation. If that is well laid, the superstructure of the building comes rapidly. In fact, the foundation is about all there is to this building now under discussion. After this the word **reading** means the study of literature, or the acquiring of some other knowledge; and such reading may proceed rapidly and surely upon the firm foundation of a mastery of the elements of the reading art.

To-day is your day and mine—the only day we have; the day in which we play our part. What our parts may signify in the great whole we may not understand; but we are here to play it, and now is our time. This we know, it is a part of acting, not of whining.—David Starr Jordan.

STEPS IN ORAL LANGUAGE FOR BEGINNING GRADES

By Miss Susie Fulghum.

Have you ever watched little children at play? What gives the joy and freedom with which they live in the "make-believe world?" 'Tis the imagination! Under its magic touch the most insignificant object is easily and readily transformed to suit the childish fancy. By this power a child **lives** in the world which he creates for himself in his play. To use this "supreme gift" in language work is the secret of success. How may we do it?

In the first grade, when story-telling is introduced, the teacher should see to it that every child has such a vivid picture of the story he is to tell that he will **simply live** it over in his mind as he recites it to the class. We must discover ways to develop this power of vivid imagining, for all children have not equal ability along this line.

The First Week of School.

We begin the first week of school with little conversation lessons, or games as we sometimes call them. Always seeking for vivid mental pictures, we use the memory first. I use these memory talks for the purpose of stimulating clear and exact memory pictures. I relate some experience of what I saw or did on the previous afternoon. This suggests to one little fellow the memory of a delightful ride, to another some game with merry companions. Memories so vivid and so pleasant that the desire to tell them to the other children banishes all self-consciousness! By frequent questions I do my best to aid the child in giving a full account of his experience. It is surprising to observe how rapidly the children improve in this work.

In a few days I ask them to look at some picture at home and to tell us all about it next day. The eagerness with which each pupil awaits his turn proves the success of this plan. These lessons are followed by the relating of some kind deed which I had seen performed a few days before. The children then watch for deeds of thoughtfulness and kindness and relate them to the grade. There is still no formality; these little "talks" are just among friends telling interesting experiences. This is all memory reproduction. A picnic or party is described for another lesson. By now the children have gained the power of expressing themselves, and since they are really living over again past fun, self-consciousness and timidity have disappeared.

Training the Imagination.

Now we introduce lessons which require the use of the imagination. All previous lessons have been a preparation for this new work. To-day no actual experience is asked for, but we take imaginary trips down town, and tell what we see and where we go. We play we are watching a boy and his pet dog. We tell of his kindness to the animal. Another day we are at a picnic, or perhaps we have a chance to buy just what we wish. Oh, the joy of spending these imaginary dollars!

Now we are ready for more formal work. The idea of clear visualizing is adhered to throughout the work. Dear old Mother Goose furnishes material for our next lessons.

The rhymes are recited, then dramatized, and each picture produced by dramatization is clearly described. The imagination supplies the details even to the naming of the cows who ate the corn while Little Boy Blue slept. This method was followed with many of the rhymes until each character becomes a familiar friend. Then comes a delightful guessing game. One child describes a Mother Goose character, and the other children, listening with closed eyes, rarely fail to recognize an old friend. This same game is used in guessing the names of animals from descriptions given.

These lessons are followed by short stories, some little anecdote clearly told in a few sentences. Every point in the story is clearly visualized, vivid mind pictures of some little incident are sought. The fables are included in this list of short stories.

The work here is varied by picture stories. Wholly imaginative and so delightful are the stories we have! Sometimes different pupils give sentences and we weave a story, together. Sometimes one child gives the whole story suggested by a picture.

Story Telling.

The next step is to introduce the accumulative story. The House that Jack Built or the Old Woman and Her Pig is retold with remarkable freedom, due to the previous training in clear mental pictures and concise expression. As the work advances longer stories are told in sections, each section of such length as to lead up to some interesting point in the story. Each section is thus complete, and its interest depends upon succeeding events. When a child comes forward to give his reproduction of a portion of a story, allow no interruptions. Let the child feel that it is his chance to talk, and to live over the events of the story. Watch self-reliance develop in this way.

Try to keep the fever of interest and anticipation at such a height that all feeling of self-consciousness and timidity will vanish away. As this work advances, in the second and third grades, our aim is still the same—vivid mental pictures for each pupil.

The Song of Hiawatha lends itself to this treatment, and becomes the source of many delightful lessons in the first and second grades. Robinson Crusoe is perhaps the best of all second-grade stories. Here the child's fancy is employed in solving practical problems. This oral treatment also applies to the history stories and Nature Myths.

In the third grade we bring a number of mythical stories vividly before the children. We give them stories of heroes both mythical and historical—Columbus and John Smith as well as Ulysses—are introduced to these hero-worshipping boys and girls. An Edison or Marconi awakens their interest in the wonder world about them.

No man is born into the world whose work
Is not born with him; there is always work
And tools to work withal, for those who will;
And blessed are the horny hands of toil;
The busy world shoves angrily aside
The man who stands with arms akimbo set,
Until occasion tells him what to do;
And he who waits to have his task marked out,
Shall die and leave his errand unfulfilled.

—James Russell Lowell.

SOME THINGS THAT INTEREST AND WIN LITTLE CHILDREN

By Miss Evelyn Royall, East Durham, N. C.

"Backward, turn backward, O time in your flight,
Make me a child again, just for to-night."

Quite frequently, while planning a day's work, this quotation comes to me over and over again. Since it is impossible for the wheels of time to turn backward, and meet the demands of the poet, fortunately, for us who have the care of little children memory and imagination can. It is often too true, that when we were children, we thought as children, but now we have put away childish things. If we are to interest, train and teach little children, we should never lose sight of childish things.

In studying the interests of the little people entrusted to my care, I find it helpful to reflect upon my own childhood. As I recall incidents, those that impressed me most, loom up before me, from among the others, as distinctly as do peaks from among their neighboring mountain-tops. Only a few of these were experiences of school life.

My Childhood Pleasures.

As a child, I was a lover of nature, especially of flowers. If I should return to my old country home now, I could easily find the identical fence corner, from which I gathered the dog-tooth violet, glistening with the morning dew. It would be an easy matter for me to designate the old hickory tree, under which we raked away the pine straw and wire grass to find the sweet-scented trailing arbutus. I could select the very tree which I frequented early mornings, to pick up the best apples that grew in the orchard. How well I remember the ponds where we went in June to pick the delicious huckleberries so peculiar to that section; the little brook below the hill, where we played during the summer, and on whose banks we gathered the beautiful ivy; the thicket near by, where we hunted the turkeys that had stolen their nests away. What a world of happy experience was mine! But my teachers were ignorant of these things. They would, no doubt, have considered it a misdemeanor had I discussed such subjects in the school-room. It never occurred to me and probably never to my teachers that these topics could furnish material for delightful lessons in nature, language, drawing, ethics, and almost everything else connnected with my school life. Not once do I remember that my teachers manifested any interest whatever, in the things that most closely touched my life.

I was easily attracted toward the person who would relate stories to me. Not one can I recall that was told me in school. But among the things that I recollect most distinctly are the stories told by my grandmother. By means of her stories she won for herself a warm place in the hearts of all the children of the community. A story that is always a favorite with my little folks is "The Little Sweet Cake." I tell it as my grandmother told it to me.

A Faded Note.

A childhood treasure which is yet in my possession is a faded and much-worn note. I was fond of my teacher, and endeavored to please her and win her approval. Sometimes I would place upon her table a little note, assuring her of my devotion and loyalty. Little did I think that she loved her pupils, at any rate I had no evidence of it. One day I was surprised and delighted beyond measure when she handed me a note in which she thanked me for my kindness and expressed her appreciation of my efforts as a pupil. Never before had it dawned upon me that "teacher" cared. After that nothing was ever considered too difficult for me to attempt for her. The little note was of too much value to be destroyed, but was carefully laid away and frequently read and re-read. That teacher has long since died, but she ever lives fresh in my memory. She never attained any high position in teaching; in fact, she never taught elsewhere except that little district school. Remembering how she touched and influenced my life, I feel that she did not labor in vain.

Things That Mean Much to Children.

What child does not appreciate courtesy and attention? Let us not forget the little things which cost only a little thought, and are worth so much to the child. In a certain school a little girl was in the habit of carrying flowers to several of the teachers. Finally she ceased to carry them to all except one. In reply to her mother's inquiry in regard to the matter, she said: "I like to give flowers to Miss Annie. She always smiles and says, 'Thank you,' and the others do not."

Remembering how much I enjoyed new clothes, shoes, and hats, I try never to let any coming into my school-room escape my notice, nor fail to bring forth some words of admiration. One day little Charles wore new pants to school. I failed to meet his expectations. He stood around me on the playground, anxiously waiting for some comment. Growing impatient, and failing in all other attempts to attract my attention, he proudly walked up, with hands in his pocket, and looking into my face, said: "Why don't you look at my pants? These are the first gray breeches I ever had." What a rebuke! Why hadn't I seen them? What a sore disappointment for him to feel that there was any one in the whole world, especially "teacher," whose gaze was not fixed upon those new pants. Did he not have a perfect right to expect his teacher to rejoice with him over his new possessions?

I frequently call to the front of the room where all can see, children whose hair is nicely brushed. This device serves as an incentive for tidiness in personal appearance. I have actually known little boys to walk to school with cap in hand for fear of dishevelling their hair, so carefully brushed, for teacher to see.

Let us rejoice with the children when they rejoice, and weep with them when they weep. Let us not forget the cut fingers, the sore feet, the stubbed toes, the aching teeth, and the sick children. To a little one kept at home on account of illness, a visit from "teacher" is of countless value. We should not fail to notice his return to school, and assure him that his absence was felt, and that his return is welcomed. Children expect this attention and sympathy; and they deserve it. One of my earliest recollections of school is of a kind teacher who gave me some strawberries when I was sick.

If we expect to interest our pupils, and win them

(Continued on page 25.)

PROGRAM FOR A ONE-TEACHER AND A TWO-TEACHER SCHOOL

By E. C. Brooks.

The teachers of Durham County have spent sometime working on the daily schedule. Since each school had to be guided by the number of pupils enrolled and by the number in each grade, these schedules necessarily vary in the details. I have selected therefore two schedules, one from a one-teacher school and one from a two-teacher school, that seem to be well worked out.

The One-Teacher Program.

The one-teacher scedule provides for only five classes and twenty-nine pupils. The pupils are classified as follows: Beginners, 3; first grade, 5; second grade, 5; third grade, 6; fourth grade, 7; and fifth grade, 3.

Hour.	Subject.	Grade.	Time.
8:45— 8:55	Opening Exercises.	All.	10 min.
8:55— 9:10	Primer Class.	Beginners.	15 min.
9:10— 9:20	Spelling.	First Grade.	10 min.
9:20— 9:30	Spelling.	Second Grade.	10 min.
9:30—10:30	Arithmetic.	Second to Fifth Grades.	60 min.
10:30—10:40	Recess.	All.	10 min.
10:40—10:50	Primer Class.	Beginners.	10 min.
10:50—11:00	Reading.	First Grade.	10 min.
11:00—11:15	Reading.	Second Grade.	15 min.
11:15—11:30	Reading.	Third Grade.	15 min.
11:30—11:45	Language.	Fonrth Grade.	15 min.
11:45—12:00	Language.	Fifth Grade.	15 min.
12:00— 1:00	Recess.	All.	60 min.
1:00— 1:10	Writing.	First and Beginners.	10 min.
1:10— 1:20	Reading.	First Grade.	10 min.
1:20— 1:30	Reading.	Second Reader.	10 min.
1:30— 1:45	Hygiene or Agriculture.	Fifth Grade.	15 min.
1:45— 2:00	Reading.	Third Reader.	15 min.
2:00— 2:15	History.	Fourth Grade.	15 min.
2:15— 2:30	History.	Fifth Grade.	15 min.
2:30— 2:40	Recess.	All.	10 min.
2:40— 2:55	Primer Class.	Beginnners.	15 min.
2:55— 3:10	Geography.	Fourth Grade.	15 min.
3:10— 3:30	Geography.	Fifth Grade.	20 min.
3:30— 3:40	Spelling.	Second Grade.	10 min.
3:40— 3:50	Spelling.	Third Grade.	10 min.
3:50— 4:00	Spelling.	Fourth and Fifth Grades.	10 min

The Two-Teacher Program.

The two-teacher schedule provides for an attendance of sixty-nine pupils—thirty-nine in the first three grades and thirty in the advanced grades. The number of pnpils on each recitation is indicated. Yon will observe that the pnpils in the first three grades recite seven times during the day, but their recitation period is short. While in the advanced grades the recitation periods are longer and the number is reduced to five. Some teachers, however, prefer to hold their arithmetic classes in the morning rather than in the afternoon. Bnt the arrangement of this program seems to me to be very good:

The Primary Grades.

Hour.	Subject.	Time.	Pnpils.
8:30— 8:40	Opening exercises for all.	10 minutes.	39
8:40— 8:55	Beginners—Phonics.	15 minutes.	5
8:55— 9:10	First Reader—Spelling.	15 minutes.	10
9:10— 9:20	Second Grade—Spelling in the Reading.	10 minutes.	10
9:20— 9:40	Third Grade—Reading.	20 minntes.	14
9:40— 9:55	Beginners—Reading.	15 minutes.	5
9:55—10:10	First Grade—Reading.	15 minntes.	10
10:10—10:30	Second Grade—Reading.	20 minutes.	10
10:30—10:45	Recess for all.	15 minutes.	
10:45—11:25	Nnmber Work and Arithmetic for all.	40 minutes.	39
11:25—12:00	Language fo rall.	35 minutes	39
12:00— 1:00	Recess for all.	1 hour.	
1:00— 1:10	Beginners—Phonics.	10 minutes.	5
1:10— 1:20	First Reader—Spelling.	10 minutes.	10
1:20— 1:40	Second Grade. Reading.	20 minutes.	10
1:40— 2:00	Third Grade—Reading.	20 minutes.	14
2:00— 2:15	Beginners—Phonics and Reading.	15 minutes.	5
2:15— 2:30	First Reader—Reading.	15 minutes.	10
2:30— 2:45	Recess for all.	15 minutes.	
2:45— 3:10	Drawing or Nature Stndy for all.	25 minutes.	39
3:10— 3:25	Second Grade—Spelling.	15 minntes.	10
3:25— 3:40	Third Grade—Spelling.	15 minutes.	14
3:40— 4:00	Preparation for next day.	20 minutes.	

Intermediate and Advanced Classes.

Hour.	Subject.	Time.	Pupils.
8:30— 8:45	Opening Exercises.	15 minntes.	30
8:45— 9:00	Spelling—Fourth and Fifth Grade.	15 minutes.	10
9:00— 9:15	Spelling for Sixth and Advanced.	15 minutes.	20
9:15— 9:50	Fourth and Fifth Grade Geography or Nature study.	35 minutes.	10
9:50—10:30	Sixth and Advanced Grades Geography.	40 minutes.	20
10:30—10:45	Recess for all.	15 minutes.	
10:45—11:05	Fonrth Grade—Reading or History.	20 minutes.	4
11:05—11:25	Fifth Grade—Reading or Hisory.	20 minutes.	6
11:25—11:45	Sixth Grade—Reading or History.	20 minutes.	15
11:45—12:00	Literature.	15 minntes.	5
12:00— 1:00	Recess for all.	1 hour.	

(Continned on page 13.)

STANDARDS OF SOUTHERN COLLEGES FOR WOMEN

By Elizabeth Avery Colton, Chairman of Committee on Standards of Colleges of the Southern Association of College Women.

[This is condensed from Miss Colton's report given at the annual meeting of the Southern Association of College Women, Nashville, Tenn., April 5th. The full text of this report will appear in the September number of the School Review (University of Chicago Press).]

The Committee on Standards of Colleges have discovered in the South one hundred and forty-one colleges for women, distributed as follows: In Maryland, seven; in Virginia, thirteen; in West Virginia, Florida, and Oklahoma, one, each; in North Carolina, eighteen; in South Carolina, ten; in Georgia and Alabama, nine, each; in Mississippi and Texas, fourteen, each; in Louisiana, five; in Arkansas, two; in Missouri, ten; in Kentucky, fifteen; and in Tennessee, twelve. North Carolina appears ignominiously to head the list; but an equally close-range searchlight might prove several other States guilty of an equally absurd number of nominal colleges, for three institutions in Kentucky and an additional twelve in Tennessee failed to respond to requests for catalogues. In fact, I am not absolutely sure that the above numbers are complete for any State except North Carolina. But, as hardly a fifth of the institutions enumerated are giving any standard college courses, it is safe to assume that no institution doing any college work has been omitted.

Only four of all the colleges for women in the South have been recognized by the Association of Colleges of the Southern States, and only six others are included by the Specialist in Higher Education in either his third or his fourth class. The remaining one hundred and thirty-one Southern colleges for women have never been classified according to any national or sectional standard. I have, therefore, attempted to formulate some basis of classification which might indicate, however inadequately, some distinction between institutions which are merely inferior secondary schools and those which are really doing more or less college work. With this object in view, I have during the past year compiled statistics showing the specific admission requirements announced in the catalogues of Southern colleges for women, and with these statistics as a basis I have grouped all these institutions under the following heads:

(1) Institutions belonging to the Association of Colleges of the Southern States.

(2) Institutions offering from three to four years above standard college entrance requirements, but not conforming to the regulations of the Southern College Association.

(3) Institutions counting two or more years of preparatory work towards a baccalaureate degree.

(4) Institutions counting from three to four years of preparatory work towards a baccalaureate degree.

Best Institutions in Each Group.

The first group is limited to four colleges—Goucher, Sophie Newcomb, Randolph-Macon, and Agnes Scott. In the second group there are thirty-three institutions, of which five deserve special mention for their better general organization and equipment—Mississippi Industrial Institute and College, Florida State College for Women, Converse, Meredith, North Carolina State Normal and Industrial College, and Winthrop. And Salem College has recently acquired an endowment which should enable it soon to conform to the regulations of a standard college. Of the forty-nine institutions in the third group, the following **offer** two years of work most nearly conforming to that of a standard college: Hardin, Hamilton, Lindenwood, and All Saints Episcopal College. Of the fifty-five institutions in the fourth group, Birmingham Seminary makes a point of offering a course which definitely prepares for college.

But a number of equally good preparatory schools have the greater distinction of being omitted entirely from the fourth group because they do not claim to be **colleges**, either by retaining the name college or by conferring degrees. Notably among these are the following schools which belong to the Association of Colleges and Preparatory Schools of the Southern States: Agnes Scott Academy, Blackstone Female Institute, Girls' Latin School (Baltimore), Miss Bibbes' School, Pape School, and Ward Seminary. Three institutions included in the third group also deserve honorable mention for not conferring degrees and for not assuming the name **college**—St. Mary's School (North Carolina), Peace Institute, and Southern Seminary.

Fourteen Admission Units Do Not Make a College.

Since the famous 1906 Carnegie Foundation definition of a college ,the idea has unfortunately become rather prevalent in the South that in order to become a standard college, all that is necessary is to announce an admission requirements of fourteen units. In 1906, only four Southern colleges for women required fourteen entrance units; by 1910, the number announcing this requirements had increased to fifteen; in 1911, the number announcing fourteen or more units had jumped to thirty. But, with the exception of the four already discussed in group one, very few of these institutions have any endowment whatever. They are, therefore, unable to engage even as many as six well-trained professors exclusively for college work, or to provide libraries, laboratories and other buildings and equipment necessary for maintaining a high standard of scholarship and efficiency. Consequently, though twenty-six institutions in the second group are announcing in quantity standard admission requirements, none of them has yet been recognized as a standard college.

And it cannot be too strongly emphasized that the announcement of a requirement of fourteen entrance units by no means indicate that an institution is able to enforce this requirement, or that its curriculum is of college standard, or that students are actually pursuing the courses outlined for baccalaureate degrees. In fact, only one-third of the thirty-three institutions in the second group publish a clearly defined student roll, showing the proportion of preparatory, special-study, and college students; therefore it is impossible to tell whether twenty-two of these institutions have any appreciable number of "regular" sudents working for a degree.

Several show in other ways that they have not fully grasped the requisites of a college. Brenau

College, for example, devotes more than a third of its catalogue to illustrations and quotations, and barely a sixth to its courses of study; yet Brenau confers six degrees! And Young's nearly trebled its admission requirements in its last catalogue, so that presumably its present freshmen are more advanced than its sophomores and juniors.

Many other institutions in this group, as well as in the third and the fourth group, should bear in mind that no institution doing two or more years of preparatory work in its collegiate department can turn into a college between June and September. The best colleges in the second group raised their entrance requirements one or two units a year. And one institution found difficulty in increasing from ten to fourteen units in four years. Yet several colleges in the third and fourth groups have already announced their intention of increasing their entrance requirements six or eight units during next summer. By so doing, they will not, as they suppose, become eligible to membership in the Association of Colleges of the Southern States, but they will probably find that, like Young's, their last state is worse than their first.

Best Way to Improve Standards.

And since without an endowment it is impossible to become or, at any rate, to remain a standard college, it is to be hoped that, instead of emulating the example of such institutions as Brenau, Buford, Lagrange, and Young's, more of the best institutions in the third group will make the slight re-organization which would turn them into thorough two-year colleges. As the majority of the institutions in this group, however, have not sufficient equipment for doing even two years of college work, it would probably be wiser for them to remain what they are—a sort of combination finishing school and academy—until the old order is so completely changed that there will be no demand for this kind of education. But all the institutions in this group and in the fourth would gain in dignity if they dropped the name **college** and substituted diplomas for degrees. And as our public secondary schools, junior colleges, and near colleges continue to improve, the institutions in the fourth group, if they hope to live at all, will no doubt eventually be forced to become good preparatory schools and so to designate themselves.

But before that educational millenium is reached, it will be necessary for many colleges in all the groups to eliminate not only a large proportion of fine arts "specializers," but for them to eliminate an even greater number of "specials" of the kind who drop studies simply because they are difficult. In fact, the predominance of preparatory and "irregular" pupils constitutes the leading characteristic, and at the same time the leading weakness of Southern colleges for women. Some institutions try to make a virtue of necessity and advertise that their upper preparatory classes are taught by college professors; and some advocate the association of preparatory and college students, on the ground that such association "furnishes that stimulus so necessary for inspiration and higher ideals"; others dwell on the benefit that their music, art, and expression students receive from "the social and intellectual life of the college." But in reality the over-worked professor, the immature fine-arts "specialist," and even "the inspired" **prep** are apt to make the clear, keen, scholarly atmosphere of college life somewhat hazy. Therefore, the rigid separation of preparatory and college students, as well as the academic preparation of special-study pupils, demanded by the Association of Colleges of the Southern States is absolutely essential to a high standard of scholarship in Southern colleges for women.

Yet, in spite of the predominance in our colleges of specializers of every variety, and in spite of the alluring appeal many colleges make by their array of sham degrees, our Southern girls are, I think, learning to appreciate a well-rounded education; for each year shows an increase in the number of those who are willing to stay at college after they are eighteen. It is, therefore, confidently to be expected that, in addition to our four recognized women's colleges, a few others that are now meeting standard admission requirements will within the next four or five years secure a sufficient endowment to enable them to fulfil the other requisities of a college in regard to faculty, curriculum, and equipment.

In order to improve the standard of all women's colleges in the South, the Southern Association of College Women should urge each institution to recognize its limitations, and, instead of becoming a pseudo "college-conservatory," to try to become the best of its kind, whether that be a preparatory school, a finishing school, or a junior college. And in order that the best in each group should receive the support they deserve, our different branches and individual members should try, in season and out of season, to inform the public on the following points:

(1) What colleges and schools have been recognized by the Association of Colleges and Preparatory Schools of the Southern States, and what colleges have been rated by the Specialist in Higher Education as doing as much as three years of college work.

(2) Why institutions calling themselves colleges are not necessarily colleges; and, consequently, why a good high school or preparatory school diploma is often of more value than a nominal A. B. degree.

(3) Why the sudden increase of admission requirements without a proportionate increase in faculty and in equipment injures rather than improves the standard of an institution.

(4) Why the admitting of preparatory, special, and special-study pupils affects the standard of an institution.

(5) Why, therefore, the regulations of the Association of Colleges and Preparatory Schools of the Southern States are of the utmost importance in the development of standard colleges in the South.

PROGRAM FOR A ONE-TEACHER AND A TWO-TEACHER SCHOOL.

(Continued from page 11.)

Hour.	Subject.	Time.	Pupils.
1:00— 1:20	Fourth Grade—Language.	20 minutes.	4
1:20— 1:40	Fifth Grade—Language.	20minutes.	6
1:40— 2:05	Sixth Grade—Language.	25 minutes.	15
2:05— 2:30	Advanced—Language.	25 minutes.	5
2:30— 2:45	Recess for all.	15 minutes.	
2:45— 3:20	Arithmetic—Fourth and Fifth Grades.	35 minutes.	10
3:20 —4:00	Slxth and Advanced Arithmetic.	40 minutes.	15

THE HOME SCHOOL AT WINTHROP COLLEGE

By Claud Bennett.

In the educational world new and mighty forces are at work. The best brains of the country are engaged in the solution of problems as old as time itself. From the time of Pestalozzi and Froebel to the present day the task of adjusting the school to the daily life of the people has been the problem of the teacher,—especially the teacher in the rural school. Some two years ago Dr. Bourland, agent of the Peabody and Carnegie Fund, approached President D. B. Johnson, of Winthrop College, Rock Hill, S. C., and made the proposition that an Experimental Rural School be established and agreed to furnish from the Peabody Fund a part of the money necessary for the employment of a teacher. Dr. Johnson who had long had a similar plan in his mind readily gave his consent and co-operation to the scheme, with the resnlt that there is to-day at Rock Hill a very marvelous school.

In company with Dr. Bourland and Prof. W. K. Tate of the Department of Elementary Schools of South Carolina, I visited the school on the first day of May. As we passed from the Winthrop College campus through an ivy-covered hedge row, the first thing that presented itself was a group of children in the garden,—some of them hoeing, two boys were plowing, and other children were gathering radishes for the mid-day luncheon. Soon after our arrival the children had completed their morning's work in the garden and were ready for the other duties of the day. In this connection Mr. Tate, speaking of the work in the garden, said: "The physical wiggle is worked off first and then the children are ready for study. We have the wrong idea about things; we usually say study for the early morn hour and then work; but the physical work should come first. This is right in line with civilization; work first, and culture afterwards."

The School-House.

The school-house is not a school-house in the modern sense of the term at all. There are no patent seats, no teachers' desk, no formidable rules; but the work is done in a house that was previously occupied by the family of an employe of the college and consists of five rooms, one of which is used as a general work room, one as a cook room, still another as a museum, while the remaining two rooms are used for work-shop and cloak rooms respectively. There are tables and chairs in all the rooms and on the porch which extends all the way round the house. This model home-school, school-home, or whatever one chooses to call it—for it is as much of a home as it is a school—is presided over by Mrs. Hetty S. Brown, who graduated at Winthrop and later took advanced work at Columbia University, New York.

The Recitation.

On coming from the garden some of the children passed into the kitchen while others stopped on the porch for a recitation. The first lesson was on beans. Several days previous to our visit a number of boxes had been arranged for testing the seed and the night before a number of seed had been soaked in water. Mrs. Brown began the lesson by an informal discussion of the various varieties of beans and a comparison was made between the size of the soaked beans and those that were not soaked. The children tore off the seed coat and remarked on its toughness. Then its value as a food product was discussed, after which the children passed into a room where Mrs. Brown had put on the board a number of words arranged as follows:

seed coat	tough	feeds
cotyledons	speckled	swollen
plant	soft	softens

These words were now spelled, their meaning having been learned in the discussion on the porch. After a few minutes the children were provided with paper and pencil and instructed to draw a line half an inch from the margin of the paper and two other lines two inches apart, and to write the word just as they had been written on the board. It will be seen that here was a lesson in science, agriculture, reading, spelling, arithmetic, drawing, and grammar; for it will be noted that all the words in the first column are nouns, those in the second adjectives, and those in the third column are verbs. Not a word was said about nouns, adjectives, or verbs; nor was there anything said about arithmetic or drawing, but these subjects were being taught and being taught very efficiently.

In the Kitchen.

Posted on the wall of the cook-room was a schedule for the day's duties. It will be seen that both boys and girls were expected to do some work in this department.

Schedule.

Cups—Rosy and Nell.
Dust—Mary.
Chairs—Aggie and Bonnie.
Kettles—Lawrence and Charlie.
Water—Arthur and Conlie.
Towels—Maggie and Estelle.
Line—John.
Carpenter's shop—Estelle.
Museum—Nellie and Mary.
Flowers—Wilma and Johnnie.

Some things on this schedule were a bit puzzling to me and I asked a little girl what, "Line—John," meant. "Why," said, "yesterday the line on which we hang our towels and dish clothes fell and John had to fix it up this morning." From the kitchen to the work-shop, where only useful things are made, from the work-shop to the museum, and from the museum back to the front porch the children went without confusion or noise, though each child spoke freely on any subject he chose and there were no **don'ts** and **thou shalt nots** to hinder or prevent.

No Fear of Visitors.

Professor Tate and Dr. Bourland are prime favorites with the children and the boys don't hesitate to crawl upon the broad back of the former or pluck the sleeve of the latter if they have something of interest to point out or want to ask some question. I said to a group of little girls: "You like Professor Tate, don't you?" A little girl spoke up and said: "Yes, sir; and we like you, too." This is characteristic of their attitude towards strangers. There is no fear, no hesitancy in speech or manner. All of

them are as free as the birds that sing and build their nests in the trees on Winthrop campus.

Luncheon.

Preparation for the mid-day meal began about 11 o'clock. It chanced that the majority of the children were in the main work-room when the time came for this work and Mrs. Brown called for volunteers to prepare the lettuce for lunch. A dozen girls offered to do the work, but Mrs. Brown turning to the black-board wrote the word **lettuce** and to the right of this word the names of the two girls who were to do the work. The children spelled the word and immediately went to the kitchen. Volunteers were then called for to prepare the dressing for the lettuce. Again a dozen hands went up. The word **dressing** was written on the board and to the right the names of the children who were to prepare it. Others went to the porch and began getting the table ready, and here a problem in arithmetic was worked out. The table was found to be eighteen feet long and there were three guests, nineteen pupils, and the teacher. By placing a chair at each end of the long table, how many would that leave for each side? Every little head was busy, and soon all the plates were arranged and we were summoned to dinner. After grace had been said the plates were helped by the teacher who sat at one end of the table. I think it was the happiest, jolliest bunch I ever saw. Riddles were propounded, stories were told, short poems recited; and in it all and through it all, there was perfect freedom and naturalness. At the conclusion of the meal volunteers were called into service. A number of girls washed and put up the dishes, others brushed the crumbs from the table and pulled the chairs back, while the boys swept the floor and drew the water. I have been permitted to attend a good many functions where the menu was somewhat elaborate, but in all my life I have never found so much good cheer, so much unaffected simplicity and politeness as I found in this little Carolina school where the teacher was hostess and where the children were models of good behavior. As we were gathered about the board, the mocking-bird was singing in a near-by apple tree and the thrush was calling to his mate in a neighboring hedge, while a cat-bird was making his mid-day meal on a big fat caterpillar that he had found on a peach tree whose branches touched the porch on which we sat.

Ten minutes after dinner I made a note of the following groups: using the same table that had been used for luncheon, a group of girls were sewing, making laundry bags, handkerchiefs, etc.; just inside the room Mrs. Brown was conducting a history recitation; not more than six feet away a group of boys were planning a net with which they hoped to capture a bumble-bee that was needed for the museum; out on the grass a little girl was reading Robinson Crusoe to a group of children; down at the end of the porch a boy was doing some problems in arithmetic. Thus the work went on for the three hours that we stayed there,—**all busy, all happy.** As I looked into the faces of these children all of whom are, either the children of tenant farmers or cotton mill employes, I thought of the thonusands of other little ones all over our Southland who are only waiting the touch of a master hand to make them just as happy and just as attractive as the little Rock Hill children.

A STUDY OF THE GREAT EDUCATIONAL CLASSICS

III—PESTALOZZI'S LEONARD AND GERTRUDE.

By Holland Holton.

Pastalozzi suggests and expands the simplest definition of the word school. In his "Leonard and Gertrue," school is simply "home writ large." "Leonard and Gertrude" is a simple tale of every-day Swiss and German life at the close of the eighteenth century. The story centers around the village Bonnal in which the inhabitants are divided into two groups, —the prosperous peasants, who, with light dues to the lord and free use of the village common, are content to go on year after year in the trodden paths of ignorance, narrow living and superstition; and the day laborers, mostly spinners, huddled together in the poorer quarters of the village, no less ignorant, narrow-minded and superstitious, and ladened with an even heavier liability of idleness and vice in addition to the petty oppressions of corrupt officials and tavern-keepers. The homes of the villagers reflect the unhappy conditions within, and there seems no possibility of progress. Even the good pastor has gone to sleep at his post, and lives with his head in the cloud and a melancholy eye downcast on time-honored abuses that go unchallenged.

Gertrude's Home-School.

Then suddenly the revolution begins. Leonard, a brick-mason, goes home one evening to find his wife in tears and the children trying vainly to comfort her as they all weep together scarce knowing why. The good mason readily guesses that the cause of the weeping is his own idle habit of spending too much time at the village tavern, which, however, is owned and managed by the lord's representative or bailiff. He bitterly confesses to Gertrude, the wife, that his heavy indebtedness to the bailiff for necessary loans in the past puts him absolutely at his mercy so that he dares not break away from the tavern. From this point Gertrude becomes the central figure of the story, and we begin to see in her the concrete ideal of the home-spirit that Pestalozzi believed holds the key to the difficult problems of education. The rest of the story only tells how by plain common sense combined with a true woman's insight she made her home a model for the reformation of Bonnal and furnished inspiration for an ideal school. On hearing Leonard's confession she immediately resolves to carry the story of the bailiff's oppressions direct to Arner, the feudal lord, who at once begins investigation. Arner here represents the power of the State as well as the man of means, and we can see in turn Pestalozzi's ideas as to what the attitude of State and men of means should be. He first tries to remove the evils of idleness by giving work to al who will have it, the bare opportunity to help themselves.

He warns the bailiff, and at last has to dimiss him for his evil practices. He upholds the pastor in his

fight against old superstitions. He takes a more direct interest in his village than ever before, and resolves to give the poorer peasantry an opportunity to acquire land taken from the common so tenaciously held by their wealthier neighbors. Thus no one in the village is to have an excuse for idleness, and every one is to share the opportunity for self-help. Still Arner realizes that he has as yet only changed surface conditions and has not touched fundamental causes.

More and more, however, he is impressed by the manner in which Gertrude is rearing her children. Their industry, reverence for authority, and wholesome activity are in strange contrast with the manner of other children, and their neatness and general care of their persons excite his admiration. He rightly surmises that all this comes from proper training in the home, and with a friend he visits Gertrude at her morning work as she attends to her household duties and at the same time teaches her children and the motherless children of a neighbor.

The day's teaching begins by first having everything absolutely neat in the room before any instruction is attempted, and then having Bible verses and other memory work. After this each child is given a task and assigned to his spinning, and this manual work is then made the basis of the work in number—counting backwards and forwards, addition, subtraction, multiplication, and division being easily taught in this manner. For moral training other than the moral basis necessarily underlying this manner of teaching, Gertrude teaches the children songs to sing when they are tired, keeps choice mottos and thoughts continually before them, and devotes certain times to direct moral instruction in the narrower sense.

Gertrude's Home School Taken as a Model.

In thus observing Gertrude's home-school Arner's friend sees a vision. He resolves himself to become school-master in Bonnal and take Gertrude as his model. He resolves to make the school-room a great home in which the child shall find a chance to grow through wholesome activity in the things in which he already finds an interest. He is going to make the school an ideal place for children to work, a model for every home in Bonnal. Behavior, neatness, accuracy, industry, reverence for authority—all are going to be taught upon the basis of wholesome manual activity.

This, as we have thus roughly sketched the story, is sufficient to give Pestalozzi's idea as to the proper means of meeting such conditions as existed in Bonnal, the very conditions that are every-day tales to us. It remains to follow him to his logical conclusion. He tells us how the ideal school patterned on the model home was organized and in turn became the model for the regeneration of Bonnal, the inspiration for a total revolution. The landed proprietor, encouraged by what the school was evidently doing for the children, took heart as to the older people as well, expelled idleness from the community by persuasion and by force, encouraged industry, and did his part in the improvement of home conditions. The pastor, assured of strong allies in the school and in his patron, scourged vice as never before and became just as vital a factor as either in the every-day lives of his flock. The children were drawn from the streets to the school and there taught in a directly practical way reverence for labor, habits of industry and thrift, and given an ever-present lesson of what home should be. They learned how to work and how to live in the fullest sense of the terms.

The Application To-day.

This is the picture Pestalozzi has painted for us. We have not hesitated to accept the more glowing tints of the vision. We all in theory have accepted the ideal of making the school a passingly decent place to work. We nominally accept the doctrine of the moral basis of all education. We have, spasmodically perhaps, undertaken in village after village to improve home conditions. We have accepted literally, in some cases absurdly too literally, the doctrine of teaching through familiar objects. But we are slow to accept the fundamental idea of development of the child through the actual mastery of manual work. Why is this not sound also, and just as practical as the rest? If it is thinking that educates, why are we so unwilling to allow the child to think in terms of what he already understands? When he has the innate craving for creative activity, why are we so indifferent about allowing him to create with his hands, where he can realize that he is really doing something? Why can we not see the meaning of the so-called "manual arts" of the larger schools, and in our smaller schools give direct manual training in the truest, simplest sense of the term? No school teaches manual art to train carpenters—not even to give the child practical use of the tools necessary in mending the barn-yard fence. The purpose is to train the eye and hand and head—not to say, heart—by using them in the way nearest to hand. Why then could not our rural schools develop manual training in the field, or our village schools develop it in the mills, without raising the protest that they are training farmers or mill-workers exclusivley? If a child must work in the mill—and good business men stand ready to do their part, as they usually do—why would it work him any harder to spend five hours a day at necessary labor and three in school instead of spending ten at manual labor? Why would it be harder for him to spend five hours in the mill and three in school instead of spending six in school and four doing work after school as so many do? Or for children who spend only half the year in school, why could not special classes be arranged in which one of every two groups would work one week in the mill and the next would change places with the other group and be in school with at least the work in arithmetic and English composition based upon the work done out of school the week before? Or why could not a practical "home economics" course be planned, including simple hygiene and sanitation in addition to the ordinary domestic science so-called, in which only demonstration lessons need be given at school and the child could try out in the home the work given on class, reporting back for written composition the results obtained as well as samples of the work? If power of expression is developed by such magic titles bearing upon the child's life, as "How I Spent My Vacation," why would it not be just as well developed by the more concrete theme, "How I Made Bread This Morning"? If playing with carpenter's tools has been so effective a means of holding the interest of boys in school and vitalizing the work of the schools now giving manual training, why would not regular periods of other work requiring the same

accuracy, neatness, and other kindred virtues be just as effective, or more effective, if the other work happened to be nearer the life of the commnnity? These and a hundred similar questions will bear consideration if we seriously ponder Pestalozzi's great idea.

But finally, what substitute do we, in the increasing trend toward city and village life, offer to the children of this generation for the training in manual labor on the farm that meant so much education to the boy of a generation ago? The work on the farm did not hold him there: on the contrary, it taught him a self-reliance that impelled him to try conclusions with other boys of nominally better training, and it taught him habits of industry that enabled him to come to the city and in every profession and work hold his own.

JUNALUSKA: THE GREAT CHEROKEE CHIEF

By W. M. Marr, Trinity College.

The first half of the nineteenth century was a time in the history of our Western frontiers when events to a great degree made men. Especially is this true in the history of the Cherokee Indians in Western North Carolina. With few exceptions, all the Cherokee braves whose deeds and influence still live to enrich the life of this very unfortunate tribe were men who attained distinction and renown for some worthy action during or shortly before the time of the removal of 1838. It is very difficnlt to glean from records or the minds of old Indians enough material to give in chronological order the events in the life of the early chiefs or braves of the first part of the last centnry. The crowning deed of a man's life, however, always comes to tell the story. In the ease of many of these braves the good they did lives after them while the evil was interred with their bones.

Among the old notables of Western Carolina Indians was Junaluska. Born about the year 1760 in some unknown spot among the Smoky Mountains, brought up to manhood at a time when the Government was in the making and his nation was at the height of its power, seeing the travail of his people and the impending doom which was inevitable, Junaluska lived to see the star of the Red Man sink in the far off west and a new world power rise to establish itself on his old hunting ground. In early life he was known as Gal'kala'ski, which name denotes something habitually falling from a leaning position. Why such a title should have been given to the man is unknown to any of his descendants.

Junaluska in Creek War.

The first trustworthy facts relative to the life of Jnnaluska are to be had from Andrew Jackson's reports of the army manevers in the war against the Creek Indians during the second war with England. At that time Jnnalaska was chief of the East Cherokee tribe in the Smoky Monntains. Being in sympathy with the American troops under Jackson, he raised a body of troops in 1813 to go down and, as he boasted, "to exterminate the Creeks." His most valiant service to Jackson was rendered at the battle of Horseshoe Bend, Ala., March 27, 1814. This terrible battle was the final event of the Creek War. Horseshoe Bend is located in the Tallapoosa River in what is now Tallapoosa County, Alabama. The river makes a bend so as to enclose some eighty or one hnndred acres in a narrow peninsula. The Creeks had built a strong breastwork of logs across this peninsula which protected their houses from the front. Along the bank were a nnmber of canoes which were to be used when retreat became necessary. One thousand Indians manned the fort, in addition to there being present three hundred women and children. Jackson had two thousand men, five hundred of whom were Cherokee Indians.

Preparatory to fighting, Jackson sent General Coffee with the cavalry and the Indian force to cross the river about three miles below and surround the bend in such a way that there would be no possible way of escape for the Creeks in that direction, while Jackson himself with the rest of the force made an attack on the center of the fort. After two hours cannonading and rifle firing very feeble resnlts were obtained. The Cherokees had been ordered by General Coffee to conceal themselves along the bank, yet since the fighting was so near and they were not engaged, they rose with indignation and rnshed to take an active part in the battle. It was under such an impetus as this that Junaluska conceived the plan by which to storm the fort effectively. He, together with several other Indians, swam across the river and cut a number of canoes from their moorings, dodging and diving under the water from the shots that were aimed at them by the enemy who had discovered their presence and intentions. A large number of Cherokee troops crossed over in these canoes and attacked the Creeks in the rear of the fort itself, being led on by Jnnaluska.

Such an unexpected attack from the rear diverted the attention of the Creeks from the fighting in front and made the way easy for Sam Houston and his Tennessee riflemen to scale the breastworks and enter the fort. Being surrounded now by the American and Cherokee troops, the struggle was soon over. The Creeks were practically annihilated. No mercy was shown at any point. Those who attempted to escape by swimming were drowned or shot. According to Jackson's report, not over twenty out of 1,300 Creeks made their escape.

To Junalnska in a large measure must be given the credit of making this victory over the Creeks possible. Undannted conrage, strategic powers, and swiftness of action have always since been associated with the man Junaluska. Yet in spite of all the honor with which he must have been hailed after such a massacre, Junaluska was not satisfied. Because twenty of the Creeks had escaped from his hands he did not think he had made a complete success. Being honored with a danee npon his return home, as was the Cherokee custom, in one word he expressed his state of grief, "Detsinu'lahnnyu," which means: " tried but could not." As a cne the song leader took up the word as it fell from the lips of the warrior and made it the bnrden of his song. During the remaining years of his life Gal'hala'ski, the disappoinetd warrior, was known among his people as "Isunu'lahunski," or "the one who tries but fails." This word has been corrupted by the whites to Jun-

aluska by which name all people know the old brave, even among the living Cherokees.

Junaluska and the Removal.

After having manifested so much interest on his part in behalf of the United States, even to the extent of risking his own life for the American cause, it came as a shock to Junaluska's sense of honor and devotion when plans were being formulated for the removal of him and his people to the far West. Justly, no doubt, he considered the Government as being untrue to those who had been tried and found good to her cause. Weighed down with the burden of nearly three quarters of a century, carrying the marks of many well-fought battle, Junaluska was forced by circumstance to yield to the inevitable. True to his tribal instinct, he yielded not without a mutter, for often he was known to cry out in anguish and grief: "If I had known that Jackson would drive us from our homes, I would have killed him that day at the Horseshoe." These mutterings, however, were of no avail. In that large band of exiles which traveled out from their native mountain haunts in 1838 was Junaluska. Fortunately, he did not remain in the West very long, but returned home. He was permitted to remain with the remnant by the treaty carried out by Mr. W. H. Thomas with the Government shortly after the removal.

For Services Rendered

For the services Junaluska rendered to the United States in the Creek War, he was granted the rights of citizenship, and a grant for 337 acres of land in fee simple, but without the power of alienation, by a special act of the North Carolina Legislature in 1847. The Junaluska Reservation was in the Cheowa Indian settlement on the borders of what is now Robbinsville, Graham County, North Carolina. Here he built a little cabin for a place to call his home and own. Free from the slings and arrows of ingratitude, free from molestations of all kind, he passed the remaining years of his life. In November 20, 1858, Junaluska died at the age of almost one hundred years. He was buried by the side of Nicie, his squaw, on a beautiful ridge in the suburbs of Robbinsville.

Junaluska the Man.

In studying the life of Junaluska the student is often impressed with his shrewdness, bravery, fidelity, and hospitality. Rather than offer a stubborn resistance to the encroachments of the white man, he weighed considerately the conditions as they really were and yielded to the inevitable results. So long as pale faces treated him honestly and humanely Junaluska stood ready to serve and not to resist. Yet the least bit of unfairness brought forth anger and righteous indignation. The story is told that he tracked a little Indian girl to Charleston, S. C., where she was carried to be sold into slavery by kidnappers as a negro, and her freedom was secured through the shrewdness of Junaluska by having experts to prove from microscopic examination that her hair had none of the characteristics that belong to a negro.

In Junaluska we find much of the characteristically human. Sympathy for and loyalty to friends or strangers was never lacking in the soul of this old chief. Possibly no finer demonstrations of hospitality can be found anywhere than Junaluska manifested quite often to his fellow white brothers in times of need. On a certain bleak, cold wintry night a Baptist preacher by the name of Washington Lovingood, while traveling through the forest of Graham County, was found by Junaluska almost frozen to death in his saddle. He was taken from his horse, carried to his house and cared for by the old chief and his squaw until he was able to resume his travels. Another noteworthy incident happened in the case of a certain lunatic by the name of Gabriel North. This fellow was found by Junaluska far in the mountains frozen and starving. The old Indian carried the victim to his house and gave him the best treatment he knew how to give until death came.

Until his death Junaluska clung to the traditions of his people. Protestant religion never claimed him in her ranks. A dancing ground was kept and the tribal festivities and ceremonies celebrated at the proper seasons. He died as he had lived grounded in the belief of a Great Spirit and the eternal hunting grounds in the far off somewhere.

Monument to Junaluska.

Twice has the name of Junaluska been honored since his death. The first recognition came from the hands of geological explorers when they saw fit to name the range of mountains west of Waynesville Junaluska Mountain.

The General Joseph Winston Chapter of the Daughters of American Revolution of Winston, N. C., erected a monument to the grave of Junaluska at Robbinsville, after the grave had been left unmarked for over half a century, on Saturday, November 5, 1910. The Junaluska Reservation passed into the hands of Mr. George B. Walker, of Robbinsville, several years ago who deeded the square on which the graves of the chief and his squaw are found to the ladies of the D. A. R. The monument is a magnificent boulder from the farm of Messrs. Robert and Alfred Carver, in Graham County, and presented to the members of the D. A. R. by them. The boulder or monument stands at the head of the graves on which is a tablet of iron bearing this inscription:

> "Here lie the bodies of Junaluska, the noble Cherokee chief, and Nicie, his wife. Together with his warriors, he saved the life of General Andrew Jackson at the battle of Horeshoe Bend, Ala., March 27, 1814, and for his bravery and faithfulness, North Carloina made him a citizen, gave him land in the county of Graham. He died November 20, 1858, aged almost one hundred years. This monument was erected to his memory by the General Joseph Winston Chapter, D. A. R., November 5, 1910."

A neat iron fence surrounds the monument and two graves, and on the gate is engraven the immortal name,—"Junaluska."

Martin Luther's Little Tame Robin.

I have one preacher that I love better than any other on earth; it is my little tame robin, who preaches to me daily. I put his crumbs upon my window-sill, especially at night. He hops onto the window-sill when he wants his supply, and takes as much as he desires for his need. From thence he always hops to a little tree near by, and lifts his voice to God and sings his carol of praise and gratitude, tucks his little head under his wing, and goes fast to sleep, and leaves to-morrow to look after itself. He is the best preacher that I have on earth.—Martin Luther.

STUDIES IN NORTH CAROLINA POEMS

XVII.—DR. MITCHELL'S GRAVE.

By General Robert Brank Vance.

The Author.—Robert Brank Vance, son of David Vance and Mira Margaret Baird, was born in Buncombe County, April 24, 1828. His younger brother was the distinguished Zebulon Baird Vance. At twenty years of age he was elected Clerk of the Court of Common Pleas and Quarter Session of Buncombe County and served in that capacity for eight years. On retiring from this office he engaged in merchandising at Asheville. But when the War Between the States broke out, he organized a company of soldiers and was unanimously elected colonel. He served in Tennessee, and was promoted to the rank of Brigadier-General on account of his distinguished services at Cumberland Gap, Murfreesboro and other battles of East Tennessee. In one of his attempts to cross Smoky Mountains and aid General Longstreet he was captured by the enemy and confined first at Camp Chase and later at Fort Delaware. On March 14, 1865, he was paroled and came South.

In 1872 he was elected to represent his district in Congress, and he continued its representation for twelve years. In 1884 President Cleveland appointed him Assistant Commissioner of Patents. He was an active member of the Methodist Church and was several times elected to the General Conference.

General Vance wrote a grat deal for the press. Many of his verses were collected and published in a little volume entitled "Heart-Throbs From the Mountains," from which volume this selection is made.

General Vance was twice married, first to Miss Harriet V. McElroy and later to Miss Lizzie R. Cook. He died November 28, 1899.

DR. MITCHELL'S GRAVE.

On the highest peak of a mighty chain
  Of hill and mountain fastness,
Where nature doth her primal rule maintain
  Amid their solemn vastness,
There's a lonely grave that the mountains gave,
Which the sorrowing moonbeams gently lave.

No echoing sound of the city's hum
  Shall reach the peaceful sleeper;
No note of joy or grief to him shall come
  From plow-boy or form reaper;
But silent he'll sleep, while the ivies creep,
And the angels their sacred vigils keep.

The deafening peals of the thunder's voice
  Shall never break his dreaming,
Though the tempests wild in their might rejoice
  Amid the lightning's gleaming;
His rest still is deep on the mountain steep,
Though his pupils mourn and his loved ones weep.

The tremulous trills of the mother bird,
  As she sings her songs so lowly,
Though a sweeter tone the ear never heard,
  Touch not a rest so holy;
For God keeps him there, in the upper air,
Sleeping and waiting for the morning fair.

The clustering blooms of the flowerets wild,
  Their fragrance sweet distilling,
Though ever himself kind nature's fond child,
  Breaks not the tryst he's filling;
For God knows so well the spot where he fell
That nothing but Heaven can unlock the spell.

The summer and autumn, they come and go,
  Old winter oft-times lingers,
And spring rhododendrons after the snow
  Lift up their beautiful fingers;
But changes may sweep over the land and the deep,
Yet nothing disturbs his satisfied sleep.

In Alma Mater's halls voices and tears
  May speak the heart's deep yearning,
And oft to the eye Mount Mitchell appears
  When fancy's lights are burning;
But the toiling bell and its mournful knell
Shall bring him no more, for he resteth well.

But a morn shall come, O glorious morn!
  When the trumpet's shrill sounding
Shall reach every soul that ever was born,
  And life anew be bounding;
And God in His might, from the mountain height,
Shall wake His servant to the wondrous sight.

XVIII—THE BELLS OF TRINITY.

The Author.—Plato Durham, the author of this and other poems, was born in Shelby, September 10, 1873. He was prepared for college at Horner's Military School and graduated at Trinity College, Durham, N. C., in 1895. After leaving Trinity College he attended the Yale Divinity School, Union Theological Seminary, and Oxford University. In 1899 he was elected adjunct Professor of Biblical Literature and Church History in Trinity College, which position he filled for seven years. At present he is the Presiding Elder of the Winston District of the M. E. Church South.

THE BELLS OF TRINITY.

When weary on the storm-swept hills
I hush the climber's challenge song,
And yearn toward the light that fills,
The lotus-blooming vales of Wrong,
A warning song rings out to me—
The deep stern bells of Trinity.

When bleeding on the battle-field
Where Right's uplifting banners go,
My coward soul would cry, "I yield,"
And bend before the ancient foe,
A bugle song enhartens me—
The clear, brave bells of Trinity.

When standing where the bravest die
And scorning Falsehood's hissing whips,
I dare to own my soul and cry
The Truth, e'en though with bleeding lips
A song of triumph rings to me—
The proud, free bells of Trinity.

When kneeling desolate and lone
Within the ancient garden dim,
I pay the price to him unknown
Who have not dared to watch with Him,
A benediction breathes to me—
The sweet, grave bells of Trinity.

When far my pathway lies along
The moorland of the after years,
When life sings low her evening song
And all the west a glory wears,
Then ring your vesper song to me
O sunset bells of Trinity."

THE STARS AND BARS: HISTORY OF THE FIRST CONFEDERATE FLAG

By William Winston, of the Louisburg Schools.

[The Jos. J. Davis Chapter U. D. C. offered a gold medal to the student of the Louisburg Graded Schools that would write the best essay on the origin of The Stars and Bars, the First Confederate Flag. The medal was won by Mr. William Winston, and his interesting essay is given below.]

"Once ten thousand hailed it gladly."

Since the first rude tribe carried in its foremost ranks some pole or spear, to lead and encourage its men in battle, man has had some symbol representing country and home. This symbol he honors and reveres even unto death.

Is it any wonder then that in the "sixties" when the South felt that her liberty and honor were at stake, that an ardent secessionist had already, in his mind, a flag for the new nation, even before the Senators and Representatives of the seven seceded States had met in Montgomery, Alabama, to decide on a new Constitution and flag? Such a man was Major Orren Randolph Smith.

He took his idea from the Trinity, "three in one." White stood for purity, Blue for constancy, and Red for bravery. The three bars were for Church, State, and Press, Red represented State—legislative, judiciary, and executive; white, Church—Father, Son, and Holy Ghost; red for press, freedom of speech, and freedom of conscience—all bound together by a field of blue (the heaven over all), bearing a star for each State in the Confederation. The seven white stars were placed in a circle, showing that each State had equal rights and privileges. The circle stood for eternity and signified: "You defend me and I'll protect you."

When the Confederate Congress advertised for models, Major Smith said: "I cut the stars and tore the bars and got Miss Rebecca Murphy to sew the stitches for a small flag 12 by 15 inches to send to Montgomery, suggesting that a star be added for each State that joined the Confederacy." The flag was accepted and named the "Stars and Bars."

So enthusiastic was Major Smith that before he knew his model had been accepted, he determined to raise a similar flag in his own town. Buying dress goods from Barrow's store, he got Miss Rebecca Murphy, then living where the depot now stands, to make a flag 9 by 12 feet. Miss Murphy, assisted by her aunt and Miss Nora Syles, finished the flag on Sunday. Major Smith, helped by Furnifold Green, spliced two poplars at the blacksmith, just above the "old mill," making a pole one hundred feet long. Planting this upon the court-house square at Louisburg, N. C., Monday, March 18, 1861, two months before North Carolina seceded, the first "Stars and Bars" was flung to the breeze. Over the flag floated a blue streamer like an admiral has on his ship when "homeward bound." On this pennant was a star for each seceded State and one for North Carolina as she was "homeward bound."

Proudly this flag waved, defying rain and storm until in the spring of 1865, when a part of Sherman's army was sent here under Captain Pummel, only a few tatters remained. Cutting down the staff, they placed it on Hicks' corner and raised the Union flag.

But the **first** "Stars and Bars" had played its part. It has returned to dust.

"Yet 'tis wreathed around with glory,
And 'twill live in song and story
Though its folds are in the dust.
For its fame in brightest pages,
Penned by poets and by sages,
Shall go sounding down through ages."

References.—"History of the Stars and **Bars,**" Major O. R. Smith; "Birth of the Stars and Bars," Miss J. R. Smith; Mrs. W. B. Winborne (Miss Rebecca Murphy); Peter A. Brannon, Clerk of State Historian, Montgomery, Ala.; Mrs. M. S. Davis, Louisburg, N. C.; Mr. John Allen, Louisburg, N. C.

Remarks of Major Orren Randolph Smith.

[Major Smith was to have presented the medal but his feeble condition made it impossible for him to be present. However, he prepared the following story of the first flag, which was read when the medal was presented. Major Smith is a veteran of three wars, having fought against the Mexicans, the Mormons, and in the Civil War.]

"The Stars and Bars was Louisburg's flag. It was made in Louisburg by a Louisburg girl of dress goods bought in Louisburg. It was a gift from Louisburg to the Confederate States of America and the Confederate States' Army.

"It was fifty-one years ago, March 18, 1861, that in this town I raised the first 'Stars and Bars in North Carolina.' The whole town and country were interested and there were many hundreds that saw our flag sent aloft; there are only a few here to-day who were present that day, for a half-century is a long time, and the war took so many of our bravest and best that were here on that March day. Still it is this town of Louisburg, the county-seat of Franklin, that has the right to claim the honor of having given to the Confederacy the 'Stars and Bars,' and I am gladder than any of you that it is through you, the Joseph J. Davis Chapter of United Daughters of Confederacy, that to-day the medal is given for the best historical essay on our flag.

"I am glad that the old town on Tar River will go down in history as the giver of the first Confederate flag, and I am grateful that I was the man through whom this honor comes to Louisburg. Everywhere all over the world where there is a Daughter of the Confederacy there will this flag be honored, for every United Daughter of the Confederacy wears Louisburg's flag as her badge.

"The man for whom your Chapter is named was one of the best men in the service. Daughters, you honor yourselves in naming your Chapter for Hon. Jos. J. Davis, and I am glad and proud that it is the Chapter bearing his name that presents this medal. He glorified in his 'Grey,' in his town, and in his State, and in his country. He was always working to bring honor and greatness to his home town.

"Daughters, friends, I thank you for what you have done this day; in the name of the Old North State, and the men she gave to fight for 'the right,' for the United Daughters of the Conferderacy everywhere, and for my own self, I thank you."

A PLAN TO MAKE THE TEACHERS' ASSEMBLY A DELEGATED BODY

By R. D. W. Connor.

At the last session of the North Carodina Teachers' Assembly a committee was appointed to draw up a plan of organization based upon local associations, so as to make the Teachers' Assembly itself a delegated body, and to report this plan at the next annual session. It has long been recognized by those who have been interested in the Teachers' Assembly that there are many radical defects in our present plan of organization, and several attempts have been made at reform so as to eliminate these defects. The Assembly as it is now organized reaches only those teachers who attend its annual sessions from year to year, while those who cannot attend have no part in it. It is now an organization which represents only the individuals present at any given session, and cannot speak of important and vital educational matters for the profession as a whole. Its membership is constantly changing, and as a result, it has no permanency and its influence is to a large extent confined to the moment when it chances to be in session.

There are many other objections to our present plan, but these seem to me to be the most vital ones and in themselves sufficient to require the adoption of some different plan of organization. Before we adopt any radical changes, however, we ought to be sure that we are not jumping out of the frying pan into the fire, consequently I am going to outline here a plan to which I have given some consideration in order that it may elicit discussion in the columns of **North Carolina Education,** with the hope that the discussion will develop a well-considered plan of organization that will prove effective to remedy the present defects. My suggestion embraces the following points:

A Delegated Body.

1. The Teachers' Assembly should be a delegated body. Its officers should be elected, its business conducted by delegates chosen from the representing local teachers' associations.

2. Any five, or more, teachers may organize a local teachers' association, and be entitled to send to the Teachers' Assembly one delegate for every five paid-up members, or, to put it another way, may send as many delegates as it choses, but shall be entitled to send to the Teachers' Assembly one delegate for every five paid-up member. Each local association, immediately upon its organization, shall report such fact, together with the names and addresses of its officers to the Secretary of the Teachers' Assembly.

3. The annual dues of the Teachers' Assembly shall be one dollar for each member, these dues to be collected by the treasurers of the local associations and by them transmitted to the Treasurer of the Teachers' Assembly at least sixty days before the regular annual session of the Teachers' Assembly. The local treasurers at the same time file with the Secretary of the Teachers' Assembly a certified list of the paid-up members of each local association.

4. The secretary of each local association shall send to the Secretary of the Teachers' Assembly at least thirty days before the regular annual session of the Teachers' Assembly a certified list of the delegates chosen to represent such local association at the annual session of the Teachers' Assembly.

5. Each local association may have such officers, collect such dues, and follow such activities as it may see fit provided they do not conflict with those of the Teachers' Assembly.

6. The Teachers' Assembly shall supply each member with a copy of the addresses and proceedings of each annual session.

7. There shall be no members of the Teachers' Assembly except persons who are members by virtue of their membership in some local association.

These points, I believe, about cover the plan I have in mind. I think this plan will have several beneficial results, which I shall now point out.

Value of Such a Plan.

In the first place, let me say that I suggest five as the unit of representation in order that the unit may be small enough to enable a group of teachers at certain specific schools and colleges, who cannot or do not wish to become members of the larger association in their community or county, to form a local association and thus become members of the Assembly. Their organization, if they wish, may be purely informal and maintained simply for the purpose of enabling such teachers to be members of the Teachers' Assembly.

Secondly, this plan will, I am convinced, largely increase the membership of the Teachers' Assembly. Each local association will, of course, desire to have as large a representation in the Teachers' Assembly as possible. Hence its local officers and members will be actively interested in securing as large a membership of their local association as possible. They will be able to do this better than the general secretary can possibly do because they come directly in personal contact with the teachers of their counties and communities and can always be on the job. Personal presentation of the advantages to be derived from membership in such an organization are, of course, much more effective than presentation by letters and circulars.

In the third place, it will make the Teachers' Assembly a representative body composed of delegates chosen by and representing their constituents, and frequently instructed by them on important educational policies, so that when the Teachers' Assembly takes any action its members will do so as the chosen spokesmen of the teachers of the State.

Fourthly, it will bind the majority of the teachers of the State together in a close, compact, professional organization, and will encourage, develop, and stimulate a strong **esprit de corps** among them. Many educational matters of State-wide importance will be presented to the local associations in order to secure instructions to their delegates, will be discussed and thoroughly considered by them, and will thus bring all the teachers to a realization of the fact that their work is not confined to any one locality, will interest them in general problems, and will stimulate their study of educational policies. To be chosen a delegate from a local association will be considered a high and important honor which will arouse interest, and stimulate rivalry.

Fifthly, the work of the Teachers' Assembly will in its turn react upon the whole body of teachers throughout the State, because the delegates from each local association upon their return home will

(Continued on page 25.)

North Carolina Education

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The Montessori methods are attracting unusual attention.

The National Education Association meets in Chicago, July 6th to 12th.

The institute season is at hand. Now is the time to start the Reading Course of next school year. Read Mr. Bivin's outline for next year.

Join the Reading Circle early. Start with the very first lesson in September. Read the outline of next year's work; it is in this issue.

Every superintendent should publish a full report of the year's work. How many students have made more than the required work? How many will have to repeat a part or all of the year's work? How has the money been spent?

The regular price of **North Carolina Education** is $1 a year; two subscriptions, $1.50; three subscriptions, $2.10; four subscriptions, $2.60; five to ten, 60 cents each. See that a special club is made up at your county institute and join the club.

Superintendents of city schools should pay some attention to the school grounds this summer. Why not set apart a good space, prepare it well, and develop a real school garden? The school grounds should be the most attractive place in town.

The vacation is the time to prepare for next school year. There is something to be done besides working up courses and preparing outline. How many pupils will drop out this year, and why? What are the pupils doing during vacation?

Brethren, the world is against you, if in trying to run a graded school you are attempting to keep together all pupils of the same grade. Each room should be broken up into two or three sections according to the ability of the pupils. Then why will you, O mortal man, continue this evil!

There are two articles appearing in this number of **Education** that every teacher should read. One by Mr. Claud Bennett on the Winthrop Normal College Home-School, and the other by Mr. Holland Holton on Pestalozzi's ideal home school. They are so much alike that it appears we are returning to the Pestalozzi idea.

EXAMINATION FOR HIGH SCHOOL TEACHERS' CERTIFICATE.

If you wish to take the examination for high school teachers' certificates, you must observe the following:

(1) Make application to the State Superintendent of Public Instruction by July 1st.

(2) The examination will be held in July.

(3) The State Superintendent of Public Instructioi will furnish you all the information you desire concerning this examination.

WOMEN TO SERVE ON THE SCHOOL BOARD.

According to recent information from Tryon four women have been elected to serve on the school board of that town. The ladies so honored are Mrs. J. S. Holden, Mrs. Bedell, Miss Emma McFarland, and Miss Eloise Kenworthy. It is a debatable question as to whether women can legally serve on the school board in this State. This question was raised some years ago when a woman was appointed to serve on a district committee. However, it is a fact that women take more interest in the schools of the community than the men. They are more active in advancing the education of children, and can detect more readily the defects in instruction. They are by nature more concerned than the men. As a rule men seem to be too busy to give more than a passing thought to the real educational needs of a community. It would, therefore, be better for the schools if women were given some official recognition, and it is to be hoped that the women of Tryon can continue in this official capacity; and give to the schools of that town a new enthusiasm and to the inhabitants a deeper interest in the education of the children.

THE MONTESSORI METHODS.

A new educational movement in Italy has aroused an interest in that country that is more than ordinary. Madame Maria Montessori was interested in the feeble-minded children in public asylums and became convinced that their needs were as much a matter of proper education as of medical assistance. She applied the principle of Froebel that the child by its own activity must educate himself. Therefore, the room became a play-room and not a drill-room. The teacher is not a teacher. She places educative material within reach of the child, who

must help himself. She applied these methods with success to the feeble-minded children, and they were able to compete with normal children. This convinced her that the education of the normal child could be improved by applying the same methods.

Take, for instance, her conduct of the class-room and her conception of discipline. There are no stationary seats and desks, and the children are not expected to remain quiet except at infrequent intervals. The only activity repressed is that which does not tend to some useful purpose. The teacher says very little, and instruction is given, not in classes, but individually. The teacher is merely a quiet, alert, intelligence, helping the children to help themselves. Children in the Montessori primary school learn to keep themselves and their surroundings clean; to express themselves accurately; to discriminate in color, weight, and sound; to do useful work and to delight in the work; to make and solve their own problems. Froebelian teachers suggest and the children respond; the Montessori method leaves the initiative to the children. The Montessori system is applicable to all—even college—grades. Montessori schools have been opened in all large Italian cities, in New York, Boston, Paris, London, Chicago, and in India, China, and Mexico. In Switzerland a law was passed in 1911 authorizing the official adoption of the Montessori method, and seventy such schools have already been established in that country.

CHANGES IN SCHOOL WORK.

The school year closing has witnessed some notable changes.

Superintendent E. D. Pusey, of Laurinburg, becomes superintendent of the Goldsboro schools. Mr. Jos. E. Avent resigned to take advanced work at Columbia University.

Superintendent O. V. Woosley, of Asheboro, becomes the executive of the Lexington schools, Mr. A. H. Jarrett resigned.

Superintendent A. M. Proctor, of Newnan, Ga., succeeds to the superintendency of the Mount Olive schools.

Superintendent B. P. Caldwell, of Lincolnton, succeeds to the superintendency of the Laurinburg schools.

Principal W. A. Bivins, of Bethel, becomes the head of the North Wilkesboro schools.

Principal J. A. Pitts, of Creedmoor, succeeds to the superintendency of the Oxford schools.

Principal F. M. Williamson, of Conway, becomes superintendent of the Pittsboro schools.

Mr. R. J. Cochran, who has been superintendent of the Mecklenburg County schools for the past several years, has sent in his resignation to take effect September 1st. Mr. Cochran has purchased a large plantation in Moore County and will engage in farming.

A NOTABLE CONFERENCE.

The Child Labor Committee met representatives from the leading cotton mills of the State in the parlor of the Yarborough House, May 15th, to discuss certain measures that should be enacted into laws. The following propositions were presented to the manufacturers for their consideration:

(1) That the age limit of children working in the factory should be raised to thirteen years.

(2) That the working of boys under sixteen and all women and girls at night should be prohibited.

(3) That the State should provide for adequate inspection of all factories.

These three propositions were discussed until long past midnight, and the manufacturers agreed unanimously to aid the committee in securing the last two provision provided the committee would let the present age limit, which is thirteen years, under certain restrictions, remain as it is. The compromise was reached with the understanding that the age limit of thirteen years would not be pushed without first consulting the manufacturers.

This is really the most important work that the Child Labor Committee has ever accomplished, and the two men who deserve most credit for bringing about a better understanding and a more friendly relationship between the mill men and the Committee are Bishop Robert Strange and Mr. W. H. Swift. Bishop Strange reviewed the argument of the mill men for the past several years and presented facts in such a forceful manner that not a dissenting voice was to be heard when he had concluded. They rose like men and asked for their names to be recorded, and while standing they thanked Bishop Strange for his unselfish and manly service.

The work of Mr. W. H. Swift as field secretary was warmly praised. He had won the confidence of the mill men and they trusted him. Therefore at his request they came to this meeting to discuss ways and means of improving the labor conditions in the mills of North Carolina. The Child Labor Committee has really done a great source for North Carolina.

ARTHUR HERBERT MERITT.

Professor Arthur Herbert Meritt, after a very useful service of nineteen years at Trinity College, died May 17th. His was a familiar figure not only on the College campus but equally as such on the streets of Durham, since all classes of people knew him intimately, confided in him and trusted him. The Greek restaurant keeper on Main Street and the Greek bootblacks near the depot smiled when he strolled in for a chat and then talked with him in their native tongue and told him stories of their life. The immigrant Jews possessing barely enough English to make their wants known, felt his friendly sympathy and talked with him in Yiddish of their persecutions, their wanderings and their hopes. The

churches of the colored people always had a reserved pew for him, and when he died they carried flowers to his grave, for he had been their friend likewise. His was one of those rare souls that feel keenly and acknowledged readily a kinship to all created things. Therefore, he was necessarily a philosopher and lived a philosopher's life. Worldly honors and the conventionalities of society held no charms to him; and the struggles of other men for preferment simply amused him. He lived his life in the open and it was the simple life of a wise man serving others.

UNVEILING THE McIVER MONUMENT.

Several thousand people gathered in Capitol Square, on May 15th, to witness the unveiling of the bronze statue of the late Dr. Charles D. McIver. It was entirely fitting that the greater part of the crowd should be made up of teachers and school children, since they had contributed a large part of the funds that were to place in the State Capitol the first statue of an educational statesman. Dr. C. Alphonso Smith said of him in his address: "I think of an educational statesman as one who has a great educational ideal and who, by methods that are themselves educative, lifts public opinion to the height of his ideal."

Such was the man whom the State honored last month. President J. I. Foust in his address referred to him as one "who never waged any battle, except against ignorance; who had no weapons of warfare except an appeal to the reason and conscience of men."

The two addresses and the entire occasion did worthy honor to the man who waged a great campaign for universal education and created a great college for women. His statue stands at the entrance of Capitol Square from Fayetteville Street, and in the long years to come many thousands of people in passing will look upon the form and likeness and think of the idea for which he fought, and many who were indifferent will be friendly to it and look in the direction of his ideal.

(Poem by Henry Jerome Stockard, read at the unveiling of the McIver statue in Capitol Square.)

What though he never charged where bayonets crossed
When nations in a breath were made and lost!
He led on Error's strong-embattled slope
And from those ramparts flung the Flag of Hope

He was not clad in ermine—held as dower
No symbols of an ancient civic power,
Yet who may tell how far the years to be
Shall say he shaped his people's destiny?

While on his brow no mitre ever pressed,
Nor sad processions thronged him to be blessed,
What prelate, priest, or pontiff e'er hath known
A nearer, clearer look upon the Throne?

If he drew not in finished harmonies
The vision that broke on his kindling eyes,
He limned his dream on life, in flesh and blood—
Woman crowned with her glorious womanhood.

Although his soul aflame with passion's fire—
He never struck with cunning hand the lyre,
He woke in others' song that shall ring on
In those eternal lands beyond the dawn.

He failed as at the wild crescendo fails
A viol in tumultuous sobs and wails,
While spirit—touching in the hush profound,
The music pulsates on without a sound.

PORTRAIT OF GOVERNOR AYCOCK FOR FRAMING.

The brief note in our May number brought a number of contributions to the Aycock Memorial Fund from readers of **North Carolina Education**. Among them was a remittance of $1.50 from Supt. R. H. Latham, of Winston, requesting six copies of the portrait, and another of $5.00 from Supt. A. B. Stalvey, of Roxboro, asking for eleven copies. Some graded schools, like Roxboro, desire one of these portraits in every room, and we hope that more of the schools will take steps to get them right now.

We want to urge the importance of contributing now if you want one of these portraits free. When requests on hand are filled, the present edition will run below 500 copies. Any contribution amounting to 25 cents or more entitles any of our readers to a portrait. Remember that this portrait is made from the latest photograph of Governor Aycock and printed from a fine half-tone plate on suitable paper, and that it will be carefully packed and mailed to all who send us 25 cents or more for the Aycock Memorial Fund. The names of all contributors and the amounts contributed will be duly transmitted to the treasurer of the Aycock Memorial Fund. Swell the fund for this worthy and patriotic cause by sending your contribution now. Make remittances payable to W. F. Marshall, Publisher, Raleigh, N. C.

A WIDER USE OF THE SCHOOL-HOUSE.

"The school-houses are the places for political meetings," said a county committeeman in a Rochester social center. "I do not mean that they should be opened to any one political party, but to all. Why should I be compelled to go to a bar-room to address a political meeting? Why should I be compelled to go into smoke-filled rooms to talk on political issues when we have buildings like this, where those things can be taken up?" How easily the ordinary public school plant becomes the focusing point for the social activities of the neighborhood is illustrated by the Rochester Public School No. 9. Besides being a day, evening, and vacation school, and serving as a public club-house for men, women, boys, and girls, the building is used as a moving-picture theatre, a lecture hall, a gymnasium, a bath-house, a dance hall, a library, and a play-ground house. A free dental clinic is to be established in it, and it has already become a public health office. Its yard is used as a play-ground, an athletic field, and a school garden. With a litle more ground for a park, the whole plant would come close to a realization of the ideal social center. Is there any other American institution that so naturally attracts to itself all the varied interests of the community?—Primary Education.

THE GREAT UNSOLVED PROBLEM IN EDUCATION.

The great unsolved problem is to determine what is the full part the school must take in intellectual, in economic, in cultural, and in moral and religious training and education.

(1) What values must we give to thought devoted simply to its own organization as in pure mathematics, logic, the forms of language, or resulting in achievements having no other value than to complete ideas concerned with pure thought relations?

(2) What values belong to training in observation and in the application of knowledge concerned with the economic facts of life and of natural laws as in civics, commercial subjects, mechanics, and agriculture, or resulting in skill for computation, for writing, for any one of the various trades and vocations or, in general, for achievements having a value in power to control or to accumulate that which gives physical welfare?

(3) What values come from the cultivation of human powers for happiness through appreciations of the finer joys of life resulting in good taste in literature, music, drawing, architecture, painting, etc? And finally,

(4) What values must we give to a development of the moral and religious nature through the inspiration of ideals of integrity, honor, justice, honesty and the uplifting emotions of mercy, charity, brotherly love, and of worship resulting in a standard of righteousness guiding all the important decisions of life?

None of these values have been entirely absent from our thought of education. The common school, however, in its course of study and in the training given to its teachers, has been developed almost entirely with reference to the first class of values, those due to the development of the power of the mind to organize the relation of thought so as to be systematic. This has been the end striven for most consciously, and training in the school arts of reading, writing, and arithmetic has been used as a means to this end rather than to the attainment of pragmatic values, or of cultural or of moral and religious values. But the thought of educational leaders has never been centered solely on this intellectual aim to the exclusion of the other values. Because of this diffusion with reference to the educational results sought, teachers have not considered efficiency tests, measuring their work by the individual intellectual achievement of pupils, as adequate and final estimates of teaching power. As Professor Bagley points out in another editorial the most essential qualification of an elementary shool teacher is power to govern. Under American conditions this means power to obtain such a measure of the other values of education as will secure a willing attention to thought relation, and an obedience to order by pupils.

At the St. Louis meeting the discussions centered very generally on the second question of values as stated above. Agricultural education, trade schools, vocational guidance, and civic and social centers were prominent topics. All of these discussions are of particular and timely interest. Throughout the most of them there runs a warning note that the economic is not the only conduct outcome to be sought. Power to use books and to follow pure thought relations to a systematic organization of knowledge is specifically urged, and the greater opportunities for moral outcomes and for an awakening of cultural attitudes, which life activities offer over abstract studies, is pointed out. The full proceedings printed in one volume will be very valuable for comparative study. Those who heard part of the papers will find great interest in organizing a composite educational whole out of these many views each more or less partial.—Schools and Home Education.

SOME THINGS THAT INTEREST AND WIN LITTLE CHILDREN.

(Continued from page 10.)

to that which is right, we must know them. Some one has wisely said that if we wish to train a child, begin with its grandmother. I think that we can at least become familiar enough with the child's surroundings to know his grandmother, father and mother to some extent. We would sometimes be more patient with a child's deficiencies, if we would study his environment, or could know that sometimes he is only a chip from the old block. Every child's life is closely touched by some kind of environment that is either marring or molding his character. Isn't it our business as teachers to live so close to the child as to know what is being done? Sometimes it happens that the parental influence isn't what it should be, but it is possible for the parent to be uplifted through the child. The well-known truth,—"A little child shall lead them."

The teacher who has little children for her companions has great opportunities for teaching, and for being taught. Dickens, a great friend of children, said: "Count it no small thing that these little people so fresh from God are your friends." Sympathy, patience, courtesy, kindness, love, and many other things win and uplift little children, but the greatest of these, that upon which all good motives are based is—**love**. "Love never faileth."

A PLAN TO MAKE THE TEACHERS' ASSEMBLY A DELEGATED BODY.

(Continued from page 21.)

report to their association upon the work of the Assembly. Teachers who could not attend the Teachers' Assembly will in this way, and through the published proceedings, secure indirectly many of the benefits of the session.

Finally, many of the local associations will be strong organizations with funds in their own treasures to be used for their own local purposes.

These are some of the things that I see in such a plan. I believe that if we can successfully organize the Teachers' Assembly upon some such basis, we shall eventually be strong enough to have a permanent salaried secretary who shall give all of his time to the work of the Assembly, a strong journal which shall be the official organ of the Assembly, and many other things which we need to develop our profession.

I do not propose that the plan which I have outlined above shall be adopted; I suggest it only in order that we may have a discussion out of which may be evolved something better and more effective than our present organization.

Every man's task is his life-preserver. The conviction that his work is dear to God, and cannot be spared, defends him.—Emerson.

News and Comment About Books

NOTES AND COMMENT.

Add a good book as often as you can to your private library and its contents to your store-house of working knowledge.

Have you read Professor McKeever's "Farm Boys and Girls"? It will give you something to think about and something to do if you are a rural teacher interested in real rural improvement.

The watchword of the Oswell and Gilbert's American School Readers is "Try them on the child." The fifth reader in this fine new series has just been published by the Macmillan Company (New York) at 50 cents.

Peculiarly pleasing for supplementary reading in the second grade is Dr. P. P. Claxton's delightful little volume of fairy tales entitled "From the Land of Stories." It is translated and adapted from from the German and is published by the B. F. Johnson Publishing Company (Richmon) at 20 cents.

The students' series of English classics is published by Sibley & Company (Boston and Chicago) in a handy edition (25c.) and in a library edition (35c. to 50c.) The introduction and editing of John Ruskin (library edition) by Miss Vida D. Scudder of Wellesley College and of The Ancient Mariner (handy edition) by Miss Katherine Lee Bates, give the editions unusual interest and value for class-work or for private reading.

"Letters From Colonial Children," by Eva March Tappan, is another charmingly written book for children relating to the back ground of early American history. It is written in modern English rather than in seventeenth century phrases, but the illustrations, atmosphere, and historical accuracy make its more than 300 pages as instructive as they are fascinating for the young reader. The book is published by the Houghton Mifflin Company (Boston) for 65 cents.

"The Improvement of Rural Schools," by Elwood P. Cubberley, of Leland Stanford Junior University, has been added to the fine list of educational monographs edited by Henry Suzzallo and published by Houghton Mifflin Company at 35 cents. The whole subject is succinctly discussed in 72 pages under the topics of (1) The Problem, (2) More Money, (3) Better Organization, (4) Better Supervision. It is a compact and handy treatment of an important subject that should be studied by thousands of school officers and teachers.

A careful reading of "Firebrands" ("Little, Brown & Company, Boston,) by every pupil in the public schools would accomplish incalculable good in the way of checking fire-waste. The excellent school edition of 219 pages and numerous illustrations is sold for 60 cents. It is written by Frank E. Martin and Dr. George M. Davis in a style to attract and interest children. "Careless Joe," "Fighting the Fire," "The Fire Drill," "How Not to Have Fires," are among the twenty-five chapter headings.

The crowning book of Oswell and Gilbert's American School Readers ("Try Them on the child") is "The Literary Reader" for higher grades published in April. There is scarcely one of its 570 beautiful pages that does not prove that "reading, even in school, may be a joy and not a task." The Macmillan Company (New York) and the authors have done the children who will read these books and the generation of active citizen into which they will grow a great and lasting service in publishing The American School Readers.

BOOK NOTICES.

A Handbook of Health. By Woods Hutchinson, A.M., M.D. Being Book II. of the Woods Hutchinson Health Series. Cloth, xiii + 355 pages. Price 65 cents. Houghton Mifflin Company, Boston.

This is among the best of recent handbooks of health. It is written by an authority, and with its lucid and sensible exposition and 120 illustrations it gives instruction of incalculable value in "running the human automobile."

With Pen and Pencil. A primary Language Book. Sarah Louise Arnold. Ginn & Company, New York. Pages, 127.

The purpose of this little book is to help the children in the primary grades put their thoughts into writing. The author has arranged some very simple exercises in language work for children of about the first three grades, and any inexperienced teacher, or even an old teacher, who desires some very good suggestions and some unusually good assistance, will find this little book very helpful.

E. C. B.

Health and Medical Inspection of School Children. By Walter S. Cornell, M.D., Director of Medical Inspection of Public Schools, Philadelphia; Lecturer on Child Hygiene, University of Pennsylvania, etc. Illustrated with 200 half-tone and line engravings. Many of them original. Cloth, xiv + 614 pages. Price, $3.00 net. F. A. Davis Company, Philadelphia.

This is a careful, thorough and comprehensive presentation of the entire subject. It would take two or three pages to give a just idea of the contents and character of this work. Every teacher should know what this book tells about the subjects of hygiene, defects and diseases of the eye, nose, throat, ear, nervous system, mental deficiency, nutrition, contagions, in short, the whole subject of the health and medical inspection of school children.

Two Years Before the Mast: A Personal Narrative. By Richard Henry Dana, Jr. New illustrated edition. Riverside Literature Series. Cloth, 533 pages. Price 60 cents. Houghton Mifflin Company, Boston.

A new introduction by the author's son, the formerly final chapter, "Twenty-Four Years After," now followed by another, entitled "Seventy-Six Years After," the pictorial chapter heads and full-page illustrations, the map of voyages, the new clear type, and good paper and binding all go to make this volume a welcome edition of this lively classic of seafaring.

The Life of Christopher Columbus for Boys and Girls. By Charles W. Moores. With illustrations. Riverside Literature Series. Cloth, 121 pages. Price 25 cents. Houghton Mifflin Company, Boston, Mass.

A well-ordered and valuable brief life of "the foremost sailor of all time." The life and character of Columbus are entitled to a larger place in the literature of our schools than is afforded by the United States histories, and this biography fills such a demand admirably. It is written with a conviction that "it was the faith as much as the discovery that makes Columbus worth studying."

Payne's Manual of Experimental Botany. By Frank Owen Payne, M. Sc., Assistant in Biology, High School of Commerce, New York. Cloth, 12mo., 272 pages, with illustrations. Price, 75 cents. American Book Company, New York, Cincinnati, and Chicago.

A laboratory manual for a complete high school house, in which botany is continuously correlated with practical gardening, farming, and bacteriology. Outlines are given for 228 experiments, dealing with the following topics. Common elements, food materials, osmosis, soils, seed plants—from seed to fruit, and cryptogams. The wealth of material includes so many alternative experiments that teachers will be enabled to adapt their work to their special conditions and to follow a choice of topics from year to year. The drills

are chiefly in function, requiring little dissection and only simple lenses. The laboratory equipment needed is simple, and much of it can be made at home at small expense.

Expository Writing: Materials for a College Course in Exposition by Analysis and Imitation. Compiled and edited, with questions and exercises, by Maurice Garland Fulton, Professor of English in Davidson College. Cloth, xxxviii + 555 pages. Price $1.40 net.

It is difficult to think of a more useful collection of model materials for study in expository writing than Professor Fulton has got together in this volume. The introduction occupying twenty-six pages discusses (1) The Nature of Exposition, (2) Kinds of Exposition, and (3) Essentials of Expository Writing, and gives (4) a splendid list of Selected References on Exposition. The ample compilation of varied, fresh, and uniformily well-chosen materials, classified and assembled to teach the numerous elements which enter into successful exposition, makes this book surpassingly useful.

The Man of Mark in the Church To-morrow. By Hight C. Moore, editor of the Biblical Recorder. Cloth, 150 pages. Price 75 cents. Mutual Publishing Company, Raleigh, N. C.

There are ten stirring messages in these 150 pages, primarily designed for young Christians; but they are too glowing, too earnest, and to full of genuine spiritual interest to fail of helpfulness to all who may read them. "Incomparable days are before us," says the author in a foreword, "and it is of first importance that our young men and young women get right with God and lay themselves with true devotion upon the altar of His service.' The ten messages bear the following titles: The Man of Mark in the Church To-morrow; Back to Beersheeba; I Would Do Good; Present Your Bodies; Put on the Armor; Take No Thought; Redeeming the Time; Saved as By Fire; Unto Salvation; As the Waters Cover the Sea. The volume may be ordered of the author or of the publishers at the price named.

The Vista of English Verse. Complied by Henry S. Pancoast. Reprinted from "Standard English Poems," with additional selectious. Xiv + 654 pages. Cloth, $1.50, net; postpaid, $1.62. Leather, stamped in gold, gilt edges, $2.50 net; postpaid, $2.62. Henry Holt & Company, New York.

Among the later poets represented in this splendid array of standard English poems are Kipling, William Watson, Alfred Austin, Alfred Noyes, and other equally familiar names. "In this book," as the compiler says, "the reader may travel down the broad highway of English poetry, from the days of Spenser and Shakespears to our own time. Pausing in these early years of a new century, with the songs of living poets in the air, he can look back—as through a long vista—over the way he has come." In this volume are many of the priceless treasures of English poetry that "cannot be too often seen or too well known." It is in handy form, is printed in clear type on good thin paper, and in its mechanical appointments is worthy of its contents—a book to be desired by any lover of the best that has been written in English verse.

Farm Boys and Girls. By William A. McKeever, Professor of Philosophy, Kansas State Agricultural College, Rural Science Series. Cloth, xviii + 326 pages. Forty illustrations. Price $1.50 net. The Macmillan Company, New York.

This book is packed from cover to cover with meat for all those who are really interested in helping farm boys and girls in the business of "building a good life." It is addressed to the parents of these boys and girls as well as to those numerous workers who are interested in carrying forward the rural work discussed in its pages. A few of the twenty chapter headings are these: Building a Good Life; The Country Mother and the Children; Constructing the Country Dwelling; The Rural Church and the Young People; The County Young Men's Christian Association; The Farmer and His Wife as Leaders of the Young; Social Training for Farm Boys and Girls. Other chapters discuss How Much Work for the Boy? for the Girl? Schooling for the Boy? for the Girl? Vocation for the Boy? for the Girl? To parents and others interested in farm boys and girls, Professor McKeever's book is a store-house of helpful suggestion and guidance.

Willis's Elementary Physiology. For Advanced Grades. By John Calvin Willis, A. M., Ph.D., M.D., Author of Essentials of Health and Outlines of Psychology. Cloth, 12mo, 400 pages, with illustrations. Price, 80 cents. American Book Company, New York, Cincinnati, and Chicago.

The author has endeavored to state the essential facts of physiology in the clearest possible way, and to develop from these facts some practical rules of health. Great effort has been put forth to make a text easy to read and to understand. There is more anatomy than is usual for texts of this grade, but there is no adequate understanding of the facts of physiology or the rules of hygiene without a fair knowledge of anatomy. Technical terms, when used at all, are explained where first used. A convenient list of questions is appended to most chapters. The Practical Experiments may be worked out without any expensive apparatus except a microscope. As far as possible, pupils are to examine specimens of subjects studied, and to be taught to construct simple apparatus and to make drawings to illustrate the essential facts of the subject.

High School Education. Edited by Charles Hughes Johnston, Ph.D., (Harvard,) Dean of the School of Education of the University of Kansas. 553 pages. Charles Scribner's Sons, New York.

This volume presents a comprehensive steady of the high school and the curriculum. Twenty-five authors have contributed the material. The first ten chapters by the editor deals with demands upon the high school and the disciplinary basis of the course of study. After that we learn the history of secondary education, plans for reorganizing secondary education, methods of instruction, and the different subjects considered. These are mathematics, physics, chemistry, physiography, English, public speaking and voice training, Latin, modern language, history, civil government, political economy, drawing, music, moral training, physiology and hygiene, sex pedagogy, agriculture, commerce, vocational training, practical arts, psychology and the high school library.

The above outline shows how wide a field the book covers. In fact, it is a very comprehensive treatment of the high school. It is needless to say that, since the work is well done, every high school principal especially should have a copy of this book.

E. C. B.

Checking the Waste: A Study in Conservation. By Mary Huston Gregory. Illustrated. Cloth, 318 pages. Price $1.25 net; special price to North Carolina teachers, $1.00 prepaid. The Bobbs-Merrill Company, Indianapolis, Ind.

The tremendous importance of the business of conservation and the intensely interesting style in which the author has presented the subject have made "Checking the Waste" an entirely desirable book for the Teachers' Reading Circle. The matter of conserving our natural resources is one of the biggest questions before the American people. In this book the whole problem is treated in a manner interesting, logical, and authentic. The author writes not as a theorist but as a practical worker, thus making her treatment of greatest practical value, and everything is made so clear and simple that the general reader may understand and thoroughly appreciate. Every statement has been verified by Government reports and many of the illustrations were made especially for the book by the United States Forest Service. It may be termed a short but complete statement of the entire conser-

vation question and should be a valuable book for study in Teachers' Reading Circles, Farmers' Institutes, Women's Clubs, the advanced grades in schools and for general library use. A study of this book on conservation will enable teachers to handle with greater ease and effectiveness the subjesct of agriculture which is a required study in the public schools of this State.

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All the Children of All the People: A Study of the Attempt to Educate Everybody. By William Hawley Smith, author of "The Evolution of Dodd." Cloth, viii + 346 pages. Price $1.50 net. The Macmillan Company, New York.

The author of this book is not altogether unknown to the teachers of North Carolina for many have read his "The Evolution of Dodd." However, "All the Children of All the People" has really a greater interest for all teachers than the former book. The first two chapters "Born Short" and "Born Long" should be studied by all people. These really state very clearly the theme of the book.

The "Wholly Normal" or "Perfectly Rounded" child is a myth, says the author, and he immediately fills his chapters with instances of the "Born Shorts" and the "Born Longs," and the reader naturally feels the injustice done a large number of pupils by the school systems of the country. He gives the history of the world's attempt to universalize education, and then shows with much force how our school systems have hindered rather than helped toward the realization of this ideal.

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EDUCATIONAL NEWS.

The sentiment is growing. The Democratic Convention of Catawba County went on record in favor of a six months' school term.

The young ladies of Woodland (Northampton County) gave a play for their betterment work and realized enough to pay off the debt on their piano, and still had some money left to deposit in the bank.

The University of Virginia Summer School begins June 19th and ends Aug 2. Further information appears in an advertisement in this issue. A former advertisement gave the opening date as July 19. The correct date is, as indicated above, the 19th of June.

The first number of the "Graded School Bulletin" comes to us from Supt. R. C. Holton, of Newton. It contains twenty pages of interesting and entertaining matter about the schools and a good half-tone of the splendid building. The Bulletin is published in November, February and May of the school year.

The Educational Tours to Washington, D. C., which the Norfolk Southern Railroad will operate June 10-15 are both practical and very desirable. The cost is low, not exceeding $25 for the entire trip, all expenses paid. The time is short till June 10. Read the advertisement and join your nearest party.

In a Negro school at Utica, Mississippi, the Commencement programme, following the example set at Hampton and Tuskegee, formed a practical demonstration of the industrial pursuits taught. Hats were made before the audience, a girl's waist was cut, sewed, and finished, iron was forged and welded, clothes were washed, and a farmer's dinner was cooked, served, and eaten on the platform!

Buncombe County Encourages the Improvement of School Grounds.

The Board of Education of Buncombe County recently took action for the improvement of school grounds. It was ordered that prizes be offered to the pupils keeping the best school grounds. The chairman and secretary of the board were appointed as a committee to select the prizes and name the conditions under which they are offered. It is hoped in this way the various school grounds will be materially beautified, and kept in neater conditions than is sometimes the case.

Needed repairs were also ordered to be made upon several of the buildings.

Join the Reading Circle early. Start with the very first lesson in September. Read the outline of next year's work; it is in this issue.

Prepare for the teachers' examinations by using the County Examiner. Price $1.00, or Examinations Made Easy, price 50c. postpaid. Both books only $1.25 postpaid. Teachers Supply Co., Grayson, Ky.

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Value of the Library.

Libraries and schools will always have this in common, that both teach through books, and should teach the use of the book to its highest efficiency. To treat the book as a tool and not as an end in itself, should be the common aim of teacher and librarian. The work inside the school room during school years should be the development of the young learner into the reader so that outside the school room, through the long years of after life, books may be the equipment as well as the delight of the educated person. The teacher naturally emphasizes the text book as the one source of knowledge, while the librarian has the somewhat different function in leading the reader into choice for himself. To accomplish this transition should be the work of the librarian in the schools, and it seems better that the branch librarian should therein assist and complement the teacher, rather than that the teacher herself become the librarian. But this makes it none the less necessary that the teacher should be fully informed and sympathetic as to library methods as distinguished from school methods. Nothing better has been accomplished for education in recent years than the co-development of teachers and librarians in their common aim, and particularly their association in library and school organizations, through which each side may keep closely in touch with the other's work.—Library Journal, April.

Think About This.

(1) That it is a very easy thing for many pupils to say admirably much that they do not know.

(2) That nimble-minded pupils may be systematically trained not to study, but to rely upon the teacher's errors in judgment.

(3) That quickness in cue-catching serves as an expedient substitute for those gleanings that should come from study alone.

(4) That the gift of extempore speech should not be given preeedence over interest and industry.

(5) That genuine attainments from devotion to work merit higher recognition than exhibitons of mere natural ability that may be drifting into the pastines of the idle.

(6) That pupils naturally and inevitably set their standards and guage their application by what they julge is recognized by the teacher in grading.

(7) That neither pupils nor parents really respect the teacher who over-grades the idle-bright, or under-grades the slow-industrious.—School News.

The University of North Carolina Summer School for Teachers, June 11--July 20, 1912.

Courses will be offered in Primary School Methods, the Common School Branches, Arithmetic, Algebra, Geometry, Secondary Education, Educational Psychology, School Administration, English Grammar, Composition and Literature, History, Physics, Chemistry, Botany, Agriculture, Geography, Forestry, Latin, French, German, Drawing, and Library Administration. Special courses to meet the needs of all classes of Teachers.

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A bulletin containing detailed information as to courses of study, instructors, expenses, etc., will be ready early in March. This will be sent, upon application, to any one interested.

For further information, address

N. W. WALKER, Director of the Summer School, . . . Chapel Hill, N. C.

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In addition to the regular courses which have heretofore been offered in the University of Virginia Summer School, for college credit and for high school teachers, this year there will be offered an especially strong course for primary and grammar grade teachers. This work is to be given by such eminent specialists as Miss Isobel Davidson, primary supervisor, Baltimore County, Maryland; Miss Lula A. McNally, practice and critic teacher, Washington, D.C. Normal School; Miss Evalina M. Harrington, kindergarten instructor, Harrisonburg Normal School; Mrs. Frances Landis, supervisor of primary department, Memphis, Tenn.; Miss Ella Sweeney, primary supervisor Providence, R. I.; Miss Lula O. Andrews, Farmville Virginia State Normal School, and others.

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An Oil Portrait of Governor Aycock for the Durham High School.

The following plan, suggested by J. A. Giles, Esq., for placing an oil portrait of the late Governor Aycock in the assembly room of the city high school of Durham is one likely to be followed by other enterprising educational centres:

It has been pleasing to me to see the state-wide movement which has for its purpose the erection of a monument in the capitol square in Raleigh to the memory of Governor Charles B. Aycock. This being a political year and the minds of our people engrossed in political matters I have sometimes been fearful that this movement might not receive the support and encouragement its importance demands.

While this movement should receive our hearty support, it has occurred to me that we could honor this great friend of public education in such a way as to prove a direct inspiration to the boys and girls of our city. This by placing a portrait of the state's greatest educational governor in the assembly room of the city high school.

Our public schools are the pride of our people, and no doubt much of the inspiration for the efforts of the leaders of public education in the city and county was caught from Governor Aycock in his untiring efforts in providing better educational facilities for the boys and girls of the State.

A small contribution from the friends of education in the city would commemorate the great work of Governor Aycock in a manner that would prove an inspiration to our own boys and girls.

"Well, Tommy," said the father of a 6-year-old youngster, "how are you getting along at school?"

"Bully!" rejoined Tommy. "Guess the teacher is going to promote me."

"What makes you think so?"

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Tommy's mother had married again, and, though Tommy didn't in the least object to his new father, he was somewhat puzzled as to their relationship.

"Mamma," he said, "is this man my steppapa?"

"Yes, dear; he is your steppapa."

"Well, mamma," pursued thoughtful Thomas, "you call me your little lad, don't you?"

"Yes, dear; you're mamma's little lad."

"Then, mamma," concluded Tommy, "I suppose I must be steppapa's little stepladder?"

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